

**DEVELOPING LISTENING – SPEAKING MATERIALS BASED ON  
TOTAL PHYSICAL RESPONSE THEORY FOR THE FOURTH GRADE  
STUDENTS OF CHIT – CHAT ENGLISH PROGRAM IN SD NEGERI  
TEMPUREJO 3 BLORA**

**A Thesis**

Presented as Partial Fulfillment of the Requirement for the  
Attainment of *Sarjana Pendidikan* Degree in English Language Education



By:

Nofia Wahyu Ningrum

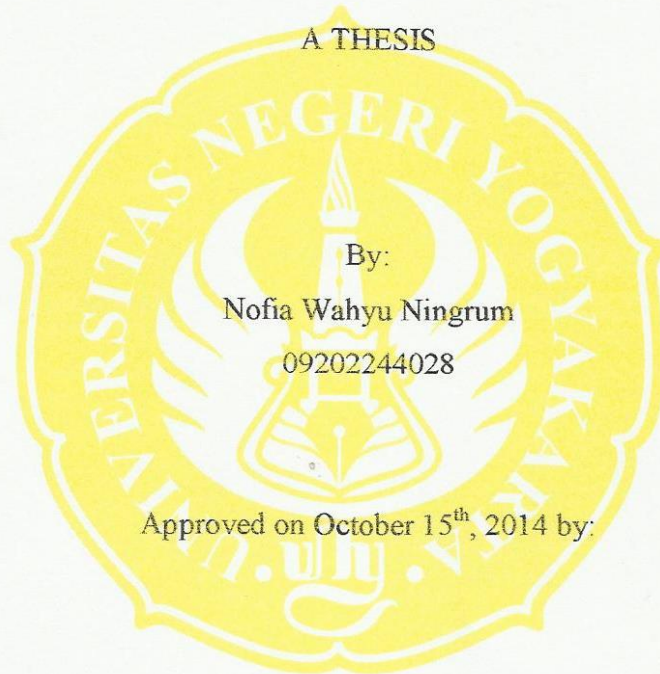
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**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
STATE UNIVERSITY OF YOGYAKARTA  
2014**

**APPROVAL SHEET**

**DEVELOPING LISTENING – SPEAKING MATERIALS BASED ON TOTAL  
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OF CHIT – CHAT ENGLISH PROGRAM IN SD NEGERI TEMPUREJO 3  
BLORA**

A THESIS



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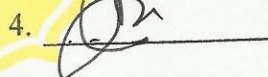
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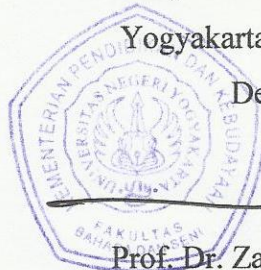
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## PERNYATAAN

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BLORA

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan yang lazim.

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Yogyakarta, 22 Oktober 2014

Penulis



Nofia Wahyu Ningrum





## MOTTOS

So, verily, with every difficulty, there is a relief, verily, with every difficulty there is a relief.

(Al-Insyaraah: 5 – 6)

What's the point of praying to God if we don't know how to value the life He has given? Live. Be happy. Smile. Who knows tomorrow may not be.

(Kal Ho Naa Hoo)

Life is not about how you survive the storm but how you dance the rain.

(Adam Randall Young)

"I want you to listen to me very carefully, Harry. You're not a bad person. You're a very good person though bad things happened to you. You understand? Besides, the world doesn't split into good people and death eaters. People got both light and the dark inside us. What matters is the part that we choose that make it all. That's who we really are."

(Sirius Black – Harry Potter And the Order of the Pheonix)

Home is the place where love and feeling good don't ever cost a thing.

(Daughtry – Home)

A decorative border of yellow daffodils with orange centers and green stems, arranged in a rectangular frame around the central text.

## DEDICATIONS

I dedicate this thesis to:

- ✧ my parents (Kamidjan and Suyatmi)
- ✧ my Seraph and Cherub (Shava and Keenan)
- ✧ my sister (Siti Mulyani)
- ✧ my Grandma (Suyati)

“Would you stand in disgrace or take a bow,

if you could see me now?”



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All praises are due to Allah SWT, the Most Gracious and the Most Merciful, for all his blessings, time and opportunities given to me, so I can finish this thesis after a long journey. Eternal peace may also be given to Muhammad SAW, his family, friends and companions.

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The deepest appreciation goes to my family; my dad, my mom, my sister, my grandma, my aunt, my niece and nephew, where I can find love without any end and where my heart will always be.

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Finally, I realize that this thesis is far from being perfect. Hopefully, this thesis may be helpful for those who write similar topic and also for the development of learning materials, especially for English for Children. Any criticism and suggestions are highly appreciated for the improvement of this thesis.

Yogyakarta, 22 October 2014



Nofia Wahyu Ningrum



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TEMPUREJO 3 BLORA**

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**ABSTRACT**

The aim of this research was to find an English listening – speaking materials for Chit – Chat English program for the fourth grade students of SD Negeri Tempurejo 3.

This is a Research and Development (R&D) research. The subjects of the research were the fourth grade students of SD Negeri Tempurejo 3 Blora. There were three types of questionnaires and an observation guide used in this research. The first was a needs analysis questionnaire distributed to the students to identify their target and learning needs. The second questionnaire was a materials evaluation questionnaire to assess the appropriateness of the developed materials. The third questionnaire was a materials evaluation distributed to the students while the materials were implemented. The observation guide was a guide used by the observer when the materials were implemented. This research was conducted by following Jolly and Bolithos's model in Tomlinson (1998) with some modification. The first step is needs analysis done by distributing questionnaires to the students. The result of the needs analysis was the basis for developing a course grid. The course grid was used as the guideline to develop the first draft of the learning materials. The first draft was evaluated by five materials evaluators. The evaluation was done by distributing the second questionnaire. The result of the evaluation was used as a guideline to develop the second draft of the materials. Then, the second draft of the materials was implemented to the fourth grade students in SD Negeri Tempurejo 3. While conducting the try-out, an observer filled in observation sheets and at the end of the program, the third questionnaire was distributed to the students. The data came from the third questionnaire the observation sheets were used to write the final draft of the materials. The data came from the questionnaires were analyzed using Cronbach's Alpha Formula in SPSS program.

Four units of materials were developed in this research. Each unit consists of an introduction, main lesson and reinforcement activities focusing on developing students' listening and speaking skills. Most of the activities are done in group. The result of the data from evaluation questionnaire was 0.902 which is categorized as "very good".

## CHAPTER I

### INTRODUCTION

#### **A. Background of the Study**

The latest policy issued by the government in Indonesia, in this case The Department of Education and Culture on the 2013 curriculum, states that English language subject should be taught only as an extracurricular at Primary School in Indonesia. For meantime, in Blora, the government is still doing a trial on the new curriculum in some Elementary Schools.

The omission of English subject is aimed at giving more opportunities for children to master Indonesian language before they are ready to learn English as a foreign language. In fact, the mastery of English language is a great demand these days due to the development of science and technology. English is also extensively used as a lingua franca among people across the world. It is a mean of communication who do not share the common language. Thus English is an important subject that has to be taught in school.

With the new curriculum, it is worried that children will only get a little opportunity to learn English. On the other hand, there is a strong belief that the younger children the better they learn English as a foreign language. The belief is enhanced by some theories such as CPH theory proposed by Lenneberg in Brewster, Ellis, and Girard (2004: 17) who says that language acquisition is considered to be good between the ages of three and the early teens. During these periods, the children seems to be most sensitive to stimuli and to preserve innate

flexibility for the organization of brain functions to carry out the complex integration of sub-processes necessary for the smooth elaboration of speech and language. Another theory is stated by Steinberg (1993: 203-216) that motor skills are also necessary in learning a foreign language.

Considering the importance of English and the theories saying the effectiveness of learning English at early years, some Elementary schools in Blora are still teaching English as a local content subject. One of the schools is SD Negeri Tempurejo 3 Blora that had been teaching English as a local content subject started from grade three to six.

However, it should be taken into account that teaching English for primary school is not meant to give as much language knowledge as possible but to make children communicate although they only have limited knowledge about the language. The learning process should be focused on oral communication in limited context through fun and enjoyable ways. Additionally, the teacher should select materials that are most appropriate and related to children's daily life and deliver them with interesting activities

Based on the observation that the researcher conducted for the 4<sup>th</sup> grade students in SD Negeri Tempurejo 3 Blora, the researcher saw that the teacher introduced and gave all the materials from the students' worksheet and most of the materials are reading and writing. The teacher said that it was rather difficult to teach listening and speaking to the students because she had not enough resources. There are so many typical schools like this and they have similar problems in



teaching – learning English. As young learners, Elementary School students should start learning a foreign language by listening then speaking. It is stated by Pinter (2006: 45) that just as in mother tongue learning, English should start with an emphasis in listening and speaking. These are the two main skills and students need to start with plenty of listening practices, and opportunities to listen to rich input will naturally lead to speaking tasks.

Unfortunately, listening – speaking materials for this kind of school are hard to find. The existing facilities are not supported by modern technology and it becomes a barrier when the teacher wants to play songs or videos as media in the classroom. It is added by the situation that English is taught once a week. The students need more time to learn it, especially for listening and speaking skills. From the explanation above, the researcher is challenged to develop appropriate listening – speaking materials for an extracurricular English program for the 4<sup>th</sup> grade students in SD Negeri Tempurejo 3.

The students in SD Negeri Tempurejo 3 need a good English exposure. That is why it is important to hold this Chit-Chat program for them. Their willingness to have better abilities of English makes all will be worth it. The materials of this program should contain fun and interesting tasks which are expected that students enjoy learning English.

## **B. Identification of the Problem**

To identify the existing problems in the field, the researcher observed the teaching – learning process and interviewed some fourth grade students and the

English teacher in SD Negeri Tempurejo 3. Based on the interviews with the teacher and students, it was found that there were some problems related to the materials in the teaching – learning process. Most of the materials taught are reading and writing. This condition makes the students have low abilities in listening and speaking. The teacher implements listening and speaking in the form of drilling. From the interview, the teacher said that it was hard to make students pay attention to her when it came to the listening and speaking materials because students felt difficult to hear clearly and to say correctly. Looking at this situation, the teacher tried to find the other materials to teach English to her students. That is why most of her materials are reading and writing.

There are so many types of activities for listening and speaking, such as: listen and repeat, listen and discriminate, listen and perform action, listen and draw/color, listen and predict, listen and guess, listen and label, listen and match, listen and classify, listen and sequence, listen and transfer information, look listen and repeat, listen and participate, memory game, dramatization, songs and chants, telling and retelling a story, information gap, role play, guessing game, etc. (Brewster, Ellis, and Girard, 2002: 102 – 116). Looking at those activities, it is very helpful for the teacher to teach listening and speaking skills. Teacher can directly implement or modify this kind of activities to motivate students in learning English. So they will not get bored anymore.

Another problem related to the material is about the content of the materials. As it is explained before that the teacher takes all the materials from the students worksheet, it makes the content of each material is in the form of

paragraph, question – answer task, also grammar task. It is hard to find appropriate materials for listening and speaking. If it is in the form of song or videos, another problem is that there is no computer/laptop, VCD/DVD player, LCD, or speaker to play it.

The last problem is that most of English course books for Elementary School published in Indonesia only contain a lot of reading and writing tasks. Meanwhile, student's worksheet which is used by some Elementary Schools, including SD Negeri Tempurejo 3, does not help much in increasing students' listening and speaking abilities. It is hard to find such books which most of the materials containing listening – speaking activities.

### **C. Limitation of the Problem**

Based on the background of the problems, this research is designed to develop listening-speaking materials because of two reasons. The first reason is the class teacher still has limited sources for listening speaking materials. This study will give an immediate product in the form of materials for English teachers that can be used to teach English using communicative mode.

Second, listening and speaking materials are rarely found in English course books for children in Indonesia. By developing this listening – speaking materials and doing the Chit – Chat English program, it is expected that it will help students increase their English abilities. It is also expected that the developed materials will help the English teacher of SD Negeri Tempurejo 3 and other Elementary Schools.

#### **D. Formulation of the Problem**

Based on the background, identification and limitation of the problem presented above, the problem is formulated as follows.

“What is the suitable set of English materials for listening – speaking for the 4<sup>th</sup> grade students of SD Negeri Tempurejo 3 for the Chit – Chat English program like?”

#### **E. Objective of the Study**

In line with the formulation of the problem, the objective of the study is to develop English listening – speaking materials for Chit – Chat English program for the fourth grade students of SD Negeri Tempurejo 3. At the end of the study, it is expected that the researcher produces English listening – speaking material in the form of student’s book and teacher’s guide book.

#### **F. Significances of the Study**

The research is highly expected to give a contribution to the following educational elements:

- a. To the English teachers

The development of this material is aimed at helping teachers to have a suitable and appropriate listening – speaking materials for the fourth grade which can be used in teaching their students. It is expected that the English teachers will not get difficulties in providing the students

with listening and speaking learning materials for elementary school students.

b. To the English Department

It is expected that the result of this research study can be an input of reference related to materials designs and development.

c. To the textbook writers

It is expected that this developed materials will be able to help the other textbook writers to develop the more appropriate and better English textbook that contains more listening and speaking activities.

## **CHAPTER II**

### **LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK**

#### **A. Review of Theories**

#### **1. Teaching and Learning English to Children**

##### **a. Characteristics of Children**

In relation to the teaching language to children, it is necessary for the teacher to understand and note some points of children's characteristics in order to provide appropriate learning activities since teaching children is different from teaching adults. Here are some children's characteristics proposed by some experts.

##### **1) Active learners**

Children are active learners since their cognitive ability is still developing. It can be seen from their ability building their knowledge to problem solving by doing assimilation and accommodation (Brown, 2001: 92; Cameron, 2001: 2-4). Related to children's intellectual development, the teacher should give enough example and repetition.

##### **2) Attention Span**

It is the length of time a person can be concentrate on a task or activity without being distracted. Unlike adults' attention span, children's attention span can be shortened when

they are involved in activities that they find boring, useless, and complicated (Brown, 2001: 88).

### 3) Curiosity and Exploration

Children have a lot of natural curiosity as they want to make sense of things, find out how things work, gain competence, control over themselves, and do what they can see from others (Brown, 2001: 89; Haldfield, 2005: 13) this curiosity leads them to get involve in their world by learning things surrounding them. They learn though their exploration and play, and through opportunities to talk things with others, usually adults (Pinter 2006: 5).

### 4) Social interaction

All learning happens in social interactions with others (Pinter, 2006: 12). Children learn through their social interactions with peers and adults surrounding them such as parents and teachers. It can also be said that in the beginning of children's development, the social environment is one of the main sources of their learning development. Here, adults take a great responsibility to mediate the world for children and to make it accessible for them. With adults' assistance, children can learn and do much more than they can on their own.

By knowing the characteristics of children as social beings, the teacher should be able to give opportunities for



them to use language meaningfully with each other. Besides providing social activities in the classroom, the teacher can also set the activities into group and pair works to promote interaction during the learning process. Working with others in various kinds of corporation such as group works and pair works, is also beneficial in terms of sustaining interest and motivation. Moreover, children will enjoy working together in pairs or small groups (Pinter, 2006: 15).

#### 5) Delight in talking

Children tend to be self – oriented and keen to talk about themselves since they respond well to learning that uses themselves and their own lives as the main topics (Harmer, 2001: 38). They will be more interested in learning when the topics and activities are closely related to them. Moreover, children learn indirectly so that they do not rely only on teachers' explanation. They take information from everything around them and their understanding comes from what they see, hear, touch, and interact with.

To cater this unique characteristic, the teacher should be able to give opportunities for children to express their desire to speak. It can be done by providing meaningful communication activities that challenge them to speak up. The

teacher can also encourage them to learn the language indirectly through problem solving activities and the like.

In learning language, children begin learning simple expressions. Broadly speaking, children learn abstract rules of language from which they listen, and even they also learn expressions that they have never heard before. It is extremely important that teachers not only get children to learn language, but they also encourage them to learn it positively. Teaching of English for Children has been of particular concerns. For this reason, in teaching children English, there are some characteristics of whom presented by Scott and Lisbeth (1992: 38).

- Children aged 8-10 are mature enough;
- They have a particular point of view;
- They are able to describe the difference between facts and fictions;
- They are curious of asking questions;
- They believe in what is said and the real world to express and comprehend meaning/message;
- They have distinct opinions about what they like and what they dislike;
- They are open to what happens in the classroom and begin asking teachers' decision; and
- They can cooperate with each other and learn from others.

#### **b. Principles of Teaching English to Children**

The comparison of processes and conditions between L1 and L2 learning shows there are certain principles which teachers need to be

aware of and make use of wherever possible. Some of the most important ones are summarized below.

- 1) Children are excellent observers and have natural ability to grasp meaning in their L1 from a variety of sources: body language, intonation, gesture, facial expression and the social context as well as language itself. Teachers can help learners draw on this skill in the L2 by ensuring language use is contextualized and has visual support wherever possible.
- 2) Children learning their L1 often repeat words and phrases in order to become completely comfortable with their sounds and meaning. Incorporating repetition, especially with variety, is important but teachers must be guided by the children's reactions to know when it is enough.
- 3) In acquiring their L1, children have spent years honing their puzzling-out, hypothesis-testing skills. Teachers need to ensure there is enough contextualized, motivating language 'data' for them to work with.
- 4) Children are skilled at guessing and predicting and teachers can usefully draw in these skills and the other thought processes.
- 5) Children like to talk, even if they do not know much language, often with only two or three words plus key intonation patterns. This is also a useful tactic they can use in L2 development. Learners should be encouraged to do the same, using whatever

means to get their meaning across. Although this may lead to over-generalizing of rules, grammatical or lexical inaccuracies, teachers should try to provide opportunities for meaningful communication activities wherever possible.

6) Teachers need to create a balance in their classrooms between providing support and providing a challenge. If all language work is over-guided then it becomes too easy, safe or repetitive. Similarly, if all work is so challenging, too difficult or threatening, learners become demotivated.

7) When learning their L1, children seem to be good risk-takers and experimenters. Their willingness to 'have a go' should be encouraged and should not be dampened too much by constant correction or an overly strict atmosphere (Brewster, Ellis, and Girard, 2002: 40)

## **2. The Teaching of Listening Skill**

### **a. The Nature of Listening**

To have a better understanding of listening, the researcher consider that it is important to examine the listening process from the psychological theory. According to Brown (2008: 248), various listening inputs from outside world that go through the human ears will be caught by the sensory memory. This information is given attention and sent to short-term memory or the working memory. The information in the short-term memory will be forgotten if it is not rehearsed. Through rehearsal that can

be done either through elaborative practice or memorization, information can be sent through long-term memory in order to be retained longer. The information-processing model of memory as explained by Brown is called the Three-Box Model of Memory.

According to Klatzky, listening process happens through the stages of information registration, pattern recognition, information registration, rehearsal, and information preservation. The two models of listening process suggest the importance of attention (pattern recognition) and rehearsal. This implies that in the teaching of listening students need to be involved in the listening activities that require their undivided attention. Moreover, opportunities should be given to students to listen to the listening materials repeatedly so that they could recognize both the sounds of the spoken English and the message conveyed in the listening materials.

Teaching listening skills is one of the most difficult tasks for any ESL teacher. This is because successful listening skills are acquired over time and with lots of practice. It can be frustrating activity for students because there are no rules as in grammar teaching. Speaking and writing also have very specific exercises that can lead to skill improvement. This is not to say that there are not ways of improving listening skills, however they are difficult to quantify. By developing learners' listening abilities, a teacher is enabling learners to participate at an early stage in the communication exchanges that are happening in their community (Field, 2007: 34).

## b. Listening Materials for Children

Before giving children listening materials, there are three things to consider, namely: what pupils do in preparation for listening (pre-listening activities); while they listen so they remain active (while-listening activities) and after they have listened (post-listening activities). The development of listening skills does not have to rely on the availability of a cassette or pre-ordered material. Most of listening is in fact based on teacher talk (Brewster, Ellis, and Girard, 2002: 101). Below are some examples, purposes and kinds of listening materials.

**Table 1: While-listening activities, Brewster et al. (2002: 102)**

Activity type	Purpose	Materials
1. Listen and repeat - found in games such as whispering game	<ul style="list-style-type: none"> <li>- Listening for details to improve memory and concentration.</li> <li>- Listening with enjoyment to improve listening attitude.</li> <li>- Listening to physically 'settle' or calm pupils</li> </ul>	Short, spoken messages such as instructions, or statements containing no more than ten words
2. Listen and discriminate - The learners' attention is often focused on pronunciation features. It is very useful to use songs and rhymes or stories which have rhyming sequences.	<ul style="list-style-type: none"> <li>- Listening for detail to discriminate between sounds and rhythmic patterns.</li> <li>- Providing ear-training to improve pronunciation.</li> <li>- Listening to physically 'settle' or calm pupils</li> <li>- Listening to encourage mental activity and problem-solving.</li> </ul>	<ul style="list-style-type: none"> <li>- Sets of three or four words which contain a matching pairs</li> <li>- Songs and rhymes</li> <li>- Rhyming stories</li> </ul>
3. Listen and perform action/follow instructions - This is kind of TPR	<ul style="list-style-type: none"> <li>- Listening for enjoyment</li> <li>- Listening to improve memory and</li> </ul>	<ul style="list-style-type: none"> <li>- Action song and rhymes</li> <li>- Plans or maps</li> </ul>

activity. Ask learners to do action songs, rhymes, or games.	concentration span - Listening to the use of prepositional phrases - Listening to 'stir' pupils, make them more lively, relieve boredom etc.	- Instructions for games, e.g. origami
4. Listen and draw/color - Pictures dictation is often used to help children focus on key nouns and on adjectives used to describe their color, shape, size, and so on. The whole pictures can be drawn, or picture which has missing items can be added to as children listen.	- Listening to develop concentration on specific items - Listening to consolidate understanding of concepts and new vocabulary - Listening to physically 'settle' or calm pupils	Short, spoken description which can be accomplished by drawings which pupils finish or color in
5. Listen and predict - This kind of activity has already been referred to and is particularly useful in drawing on pupils' previous learning.	- Listening to increase motivation and concentration - Listening to activate schemata or previous knowledge - Finding out which words or concept pupils already know - Listening to encourage mental activity and problem-solving	- Question and answer section based on, e.g. general knowledge, pictures or the cover of a book or story - Predict content or key words from a picture - Draw a word or mind maps about a topic - Complete a quiz to draw attention to what pupils already know
6. Listen and guess - This kind of listening is often based on the description of something whose identity the children	- Listening for detail to pick out key vocabulary used to described something - Listening to encourage mental activity and	Short, spoken description which can be accompanied by selection of items for pupils to eliminate



have to guess.	problem-solving	
7. Listen and label - This activity is used with drawings, maps or diagrams where the learners are asked to listen to a description of an animal, person, or place in order to label key parts.	- Listening to develop reading and writing skills or to develop concepts - Listening to physically settle pupils - Listening to encourage mental activity and problem-solving	Listen labels provided for pupils or written words on the blackboard for pupils to copy
8. Listen and match - This usually involves matching pictures to spoken words and is common in games such as Bingo. Older children can be involved in activities which ask them to match pictures or written statements to other written texts.	- Listening to consolidate new vocabulary or structures - Listening to encourage mental activity and problem-solving - Listening to settle pupils	- Bingo cards  - Worksheet on which children draw a line to connect a picture with the correction words or written labels or speech bubbles to match with pictures
9. Listen and sequence - This activity is usually based on pictures or written phrases which are arranged into a correct order while listening to a story or set of instructions	- Listening to improve memory and concentration span - Listening to consolidate new vocabulary or structures - Listening to physically settle pupils - Listening to encourage mental activity and problem-solving	- Pictures or written statements  - Worksheet with boxes in which children number the order of details listened to
10. Listen and classify - This activity is also usually based on pictures. The children listen carefully to descriptions which they then have to sort into different sets.	- Listening to improve concentration span and consolidate new vocabulary or structures. - Listening to physically settle pupils - Listening to encourage mental activity and problem-solving	- Pictures  - Worksheets using written words on the blackboard which pupils copy into the appropriate column of a chart while listening  - Key visual, e.g. a tickchart, Venn diagram, matrix or

		grid
11. Listen and transfer information - This involves an exchange of information in pairs or groups. The pupils might be asked to carry out a survey or questionnaire where they ask each other questions and listen carefully to the answer. The responses are recorded on a key visual to help the children remember details and to consolidate their understanding.	- Listening to improve interactional skills - Listening to encourage mental activity and problem-solving - Listening to develop key study skills, i.e. using and interpreting charts, simple 'date handling'	Worksheets to carry out surveys and questionnaires with column for pupils to complete.

### 3. The Teaching of Speaking

#### a. The Nature of Speaking

Speaking is a productive skill that can be directly and empirically observed (Brown, 2001: 140), involving two people who are engaged in talking to each other (Harmer, 2007: 67), using language to express meaning so that other people can make sense of them (Cameron, 2001: 40).

There are three important concepts in this definition. First, speaking is a productive skill. It means speaking is a skill used by learners to produce language. In this case, the speakers' performance can be directly observed and empirically measured speaking process. Second, it is involving two people who are engaged in talking to each other. This

situation means that the speakers share their understanding with each other in some kinds of exchanges. Here, the speakers deliver their intention in appropriate diction so that the listener will understand the meaning. Third, speaking is using language to express meaning. It means that the speakers express their intended meaning to the listeners so that they can make sense of the speakers. Here, the participants have the same knowledge so the speakers' intended meaning can be easily delivered.

### **b. Speaking Tasks for Children**

The gap between children speaking L1 and L2 is a large one but with practice pupils will gradually build up their confidence and spoken language. They need a wide variety of activities, different patterns of interaction and opportunities to maximize talk in the classroom in order to sustain speaking. The teacher needs to develop a repertoire of activities providing a balance between control and creativity, repetition and real use and provide varied models of spoken English. The next table shows some examples of speaking activities and its purposes and materials.

**Table 2: A typology of speaking activities (Contd), Brewster et al. (2002: 107)**

Activity Type	Purpose	Materials
1. Look, listen and repeat - The teacher shows a picture, says the word, and pupils repeat.	- To introduce new vocabulary or structures - To focus on form and pronunciation - The same technique, using a word card instead of a picture card will provide basic reading practice.	- Picture cards  - Word cards

<p>2. Listen and participate</p> <p>- Examples of this are often found in storytelling sessions or when rhymes or poems are recited in class. Pupils are encouraged to participate by repeating key vocabulary and phrases.</p>	<p>- To involve pupils actively when listening to stories or rhymes</p> <p>- To provide a meaningful and familiar context in which to repeat language items</p>	<p>Storybooks, rhymes, riddles, poems</p>
<p>3. Reading aloud</p> <p>- Some games, like phonetic Bingo or Snap, require pupils to read words or sentences aloud.</p>	<p>- To practice pronunciation and sound/letter combinations</p>	<p>- Bingo boards and cover cards</p> <p>- Snap cards</p>
<p>4. Memory games</p> <p>- Games like “I went to market and bought ...” and Whispering game require children to repeat a certain structure or word.</p>	<p>- To develop memory skills</p> <p>- To practice pronunciation</p> <p>- To provide hidden pattern practice</p> <p>- To improve concentration and listening skills</p>	<p>Short spoken messages or lists of items</p>
<p>5. Dramatization</p> <p>- A story or situation can often be acted out, thereby involving pupils in variety of different related activities. Short dialogues can also be created around a situation and acted out with puppets.</p>	<p>- To provide a memorable occasion for practicing spoken English</p> <p>- To develop confidence</p> <p>- To develop memory skills</p> <p>- To provide integrated skills practice</p> <p>- Develop social skills of interaction and turn – taking</p>	<p>-Storybooks</p> <p>- Script (optional)</p> <p>- Various materials for related activities</p> <p>- Puppets</p>
<p>6. Rhymes, action rhymes, songs, chants, tongue twister</p> <p>- These are learned as chunks of language and involve pupils in imitating and miming. Some rhymes and songs offer ready-made dialogues. Rhymes and songs with actions also</p>	<p>- To develop memory skills</p> <p>- To provide pronunciation practice</p> <p>- To consolidate or introduce new language</p>	<p>Rhymes, songs, chants</p>

provide exercise and encourage body control		
7. Retelling a story - This activity involves pupil in retelling a simplified version of a story. Children can often be helped in this activity with picture prompts, or by matching speech bubbles with pictures.	-To check if pupils have understood the main events in a story - To provide pronunciation practice, as well as some storytelling techniques	-Storybooks  - Captions written on cards or in speech bubbles, picture prompts
8. Using flash cards - Flash cards are often used to prepare pupils for freer activities. The teacher gives a flash card to a pupil to prompt his/her to ask a particular question. The teacher can then ask the class.	- To provide controlled practice where pupils are focusing on producing grammatical form and pronunciation	Flash cards
9. Guessing games - These types of games usually involve pupils in asking question or describing something or someone.	- To provide a realistic context for practicing the pronunciation of specific structures	None
10. Information gap - These activities are usually carried out in pairs or groups and often involve pupils in asking and answering questions. One partner has some information that the other does not. The aim is to find out what this is in order to complete a worksheet.	- To give pupils a chance to work independently of the teacher - To practice fluency - To use the language for real communication - Develop social skills of interaction and turn taking	Worksheet for pupils A and B
11. Questionnaires and surveys - Pupils interview other classmates about some topics, and record the information on a chart.	As above, and - To practice listening skills - To use the information collected for specific purpose	Worksheets for pupils to complete
12. Dialogues and role-play	- To provide fluency	Cards

- Role-play provides an opportunity for language that has been presented in one context to be used in another.	practice - To extend language use - Develop social skills of interaction and turn taking	
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#### **4. Total Physical Response**

##### **a. Definition of Total Physical Response**

Total Physical Response (TPR) is one of the English teaching approaches and methods developed by Dr. James J Asher. This method attempts to center attention to encouraging learners to listen and respond to the spoken target language commands of their teachers. In other words, TPR is a language teaching method built around the coordination of speech and action; it attempts to teach language through physical (motor) activity.

Asher's Total Physical Response is a "natural method" since Asher views first and second language learning as parallel processes. He argues that second language teaching and learning should reflect the naturalistic processes of first language learning. For this reason, there are such three central processes:

- a. before children develop the ability to speak, they develop listening competence. At the early phases of first language acquisition, they are able to comprehend complex utterances, which they hardly can spontaneously produce or imitate. Asher takes into accounts that a learner may be making a mental blueprint

of the language that will make it possible to produce spoken language later during this period of listening;

b. children's ability in listening comprehension is acquired because children need to respond physically to spoken language in the form of parental commands; and

c. when a foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it.

Asher believes that it is crucial to base foreign language learning upon how children learn their native language. In other words, TPR is designed based upon the way that children learn their mother tongue. In this respect, TPR considers that one learns best when he is actively involved and grasp what he hears (Haynes, 2004; Larsen-Freeman, 1986; Linse, 2005).

#### **b. Characteristics of Total Physical Response**

Imperative drills are the prominent classroom activity in TPR. They are typically geared to highlight physical actions and activity on the part of the learners. In this sense, learners play main roles: a listener and a performer. They listen attentively and respond physically to commands by the teacher. Learners need to respond both individually and collectively; they have minor influence on the content of learning inasmuch as content is determined by the teacher. At the beginning of learning, learners are also expected to recognize and respond to novel combinations of previously taught items. Such novel utterances are re-combinations of

constituents the teacher has used directly in training. For example, the teacher directs learners with 'Walk to the table!' and 'Sit on the chair!' These are familiar to learners since they have practiced responding to them. Furthermore, learners are also to produce novel combinations of their own. Learners monitor and evaluate their own progress. They are encouraged to speak when they feel ready to speak (e.g., when a sufficient basis in the language has been internalized).

In TPR, a teacher plays an active and direct role: the director of a stage play in which the learners are the actors". It is the teacher who decides what to teach, who models and presents the new materials, and who selects supporting materials for classroom use. Therefore, the teacher ought to be well prepared and well organized so that the lesson flows smoothly and predictably. It is highly recommended to write down the exact utterances the teacher will be using, especially the novel commands because the action is so fast moving; there is usually no time for you to create spontaneously". In this regard, classroom interaction and turn taking is teacher rather than learner directed.

In giving feedback to learners, the teacher is required to follow the example of parents giving feedback to their children. Similarly, the teacher needs to tolerate fewer mistakes in speech; he has to avoid too much correction in the early stages and is not required to interrupt to correct errors in that this may inhibit learners to take an action or speak out.



To sum up, in TPR, the teachers are responsible for giving commands and monitoring actions taken by the learners. On the contrary, the learners are imitators of teacher's verbal and non-verbal models. In teaching-learning process, the first phase is modeling. In this case, a teacher issues commands to learners, and performs the actions with them. In the second phase, learners demonstrate that they grasp the commands by performing them alone; the teacher monitors the learners' actions. Above all, the interaction between a teacher and learners is signified by the teacher speaking and the learners responding nonverbally. Later on, the learners become more verbal and the teacher responds nonverbally (Larsen-Freeman, 1986; Rodgers, 2003).

### **c. Advantage and Disadvantage of Total Physical Response**

As a method dealing with children and action, TPR has some advantages and disadvantages. Below are some advantages using TPR in teaching for EFL students.

- 1) It is a lot of fun. Learners enjoy it, and this method can be a real stirrer in the class. It lifts the pace and the mood;
- 2) It is very memorable. It does assist students to recognize phrases or words;
- 3) It is good for kinesthetic learners who are required to be active in the class;

- 4) It can be used both in large or small classes. In this case, it is no matter to have how many students you have as long as you are prepared to take the lead, the learners will follow;
- 5) It works well with mixed-ability classes. The physical actions get across the meaning effectively so that all the learners are able to comprehend and apply the target language;
- 6) It is no need to have a lot of preparation or materials using the TPR. In this regard, as long as you are competent of what you want to practice (a rehearsal beforehand can help), it will not take a lot of time to get ready;
- 7) It is very effective with teenagers and young learners; and
- 8) It involves both left and right-brained learning;

In addition to such advantages, TPR also has some disadvantages.

- Students who are not used to such things might find it embarrassing. This can be the case initially that if the teacher is prepared to perform the actions, the students feel happier about copying. In addition, the students are in a group and do not have to perform for the whole class. This pleasure is reserved for the teacher;
- It is not flexibly used to teach everything, and if used a lot, it would become repetitive. This method is a fun way of changing the dynamics and pace of a lesson used in conjunction with other methods and techniques. To sum up, TPR should best be combined

with others since it needs much energy so that learners do not feel tired of learning language; and

- Although the use of TPR in the classroom has often been effective, it does have its flaws. One of this method flaws is that when a teacher uses TPR in their lesson, they will have trouble teaching abstract vocabulary or expressions. As a remedy, the teacher can write the word on cards with a picture if applicable. Another flaw is that TPR can be ineffective if the teacher uses it for a long period of time without switching it with other activities that help teach the target language. Since TPR is made up of mainly of commands, it tends to neglect narrative, descriptions, and conversation forms of language.

## **5. Learning Material Design**

### **a. The Role of Materials**

Tomlinson (1998: 2) argued that learning materials are anything which are used by teachers or learners to facilitate the learning of a language. The form of materials may vary, ranging from the conventional tools up to the high-tech stuff, such as Internet. Further, a material can also mean a set of tools that accommodate the requirements and the needs of both the learners and the learning. It is reemphasized by Tomlinson (2008: 10) that a material should not only provide a sufficient input in authentic use of language, but should also cover the activities that help the learners to notice the elements of the text being learnt. Furthermore, Tomlinson

also added that the designed materials should also be effective for the teacher as a resource, not as a script. Meaning that the teacher will be able to explore the use of it by considering the reality he or she is facing, rather than to follow what it exactly is.

### **b. Material Development**

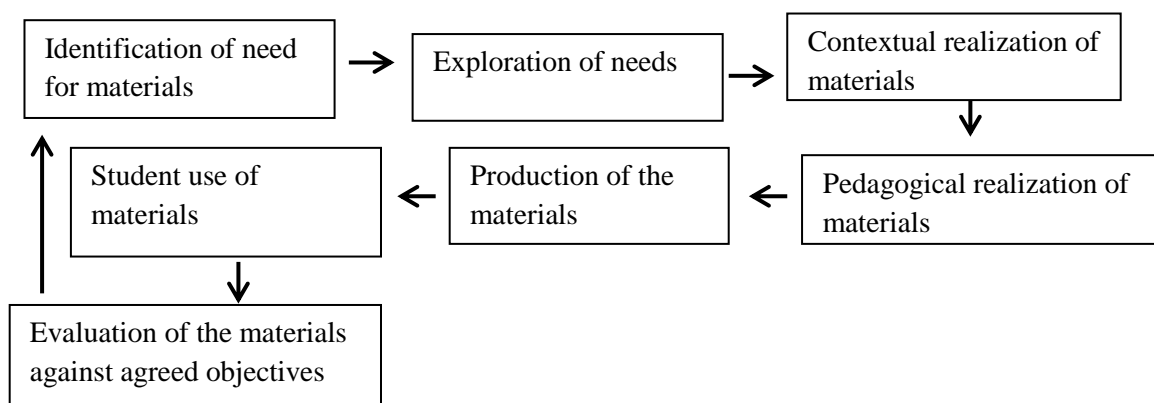
When we are talking about materials, we will concern with two vital things, as proposed by Tomlinson (1998: 4). The two vital questions are; what should be given to the learners and what can be done with it to promote the language learning. Therefore, the indicators of the successfulness of a designed material are when those two questions are answered. Meaning that, to know what should be given, we have to follow the steps of materials development as stated below. The preliminary step is the needs analysis, and so on, up to the last step of it. Based on those questions, the definition of materials development can be determined.

Tomlinson (1998: 2) defines the materials development as a process in which the writers, teachers or learners try to produce sources or input to maximize the language exposure. Tomlinson (2010) argued that one of the key principles of materials development is that the materials should consider the students' needs. The other principles in materials development as stated by Tomlinson (2010) are:

- 1) Materials should provide sufficient opportunities for the learners to practice the language in order to achieve the agreed outcomes.

- 2) The output materials should encourage the learners to practice the real language, than just practicing a particular thing on the developed materials.
- 3) The output materials should be able to help the learners to be accurate, fluent and effective in using the language in the daily life context.
- 4) The output should encourage the students' feedback.

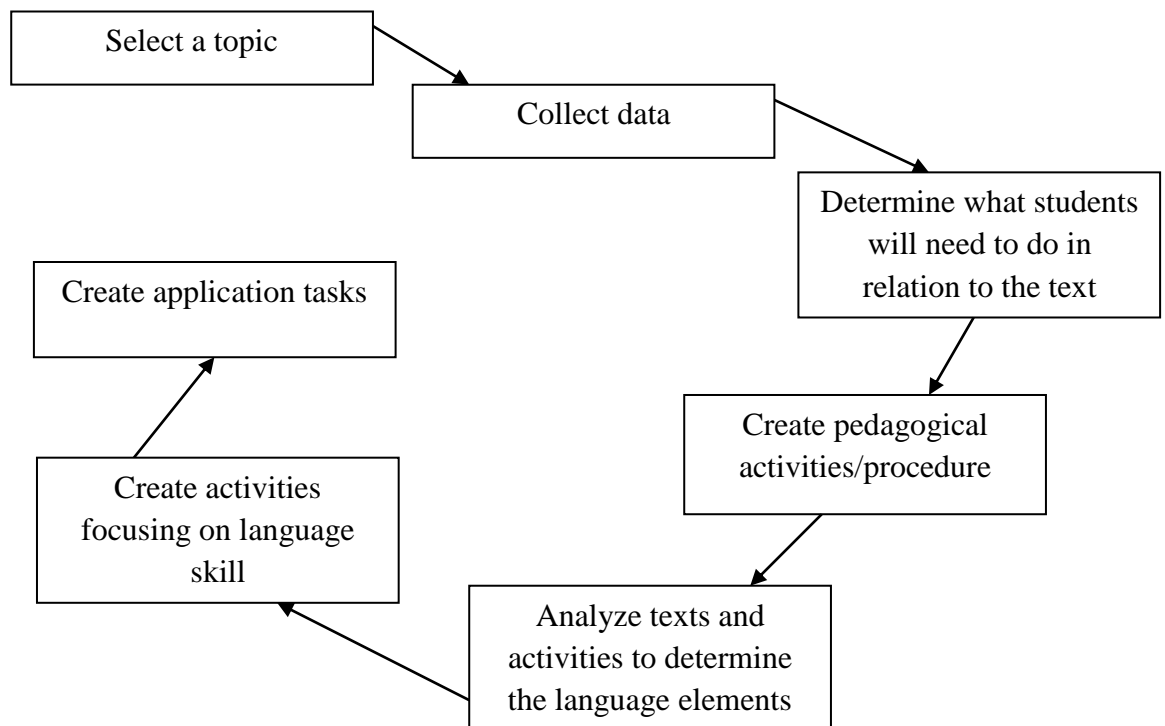
As a kit that helps the teachers and learners to achieve the goal and objectives of a particular academic period, a material should be developed well, in accordance with its theory in nature. A task may not be effective to use if it is provided without a clear guide line. The worst is that the teaching and learning process will not flow as expected, as the materials (in the form of organized tasks) are given inappropriately. So, in order to develop a good set of materials, there are several steps to follow, as proposed by the experts. According to Jolly and Bolitho in Tomlinson (1998: 98), the steps to develop materials can be illustrated as the diagram below.



**Figure 1: Steps in developing materials by Jolly and Bolitho**

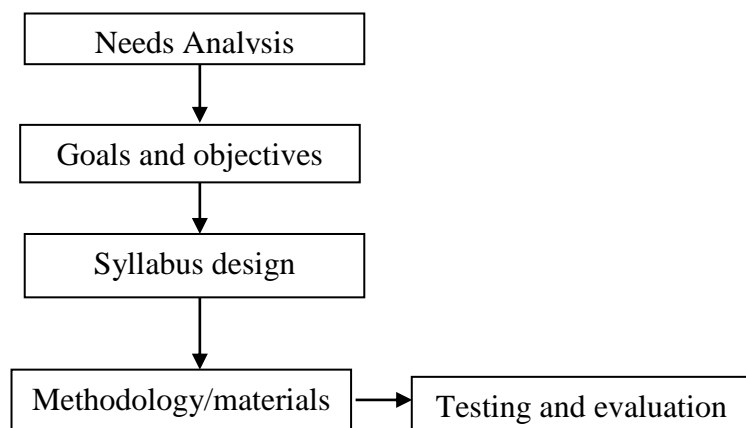
The steps in material design model proposed by Nunan (1991: 216)

are outlined as follow:



**Figure 2: Steps in material design by Nunan**

Another opinion is given by Dublin and Ostain (1996) as quoted by Masuhara (Tomlinson, 1998: 247) write the process of course design in the figure below.



**Figure 3: Processes in designing course by Dublin and Ostain**

### **c. Developing Learning Materials for Young Learner**

Choosing appropriate materials is one of the important aspects in English teaching for children. Materials are needed to support the language-teaching activity. Materials refer to anything which is used by teachers or learners to facilitate the learning of learning language (Tominson, 1998: 2). The materials for teaching English for children should be different from those for teaching English to adults. The materials for children must be appropriate to children's characteristics as young learner. In designing materials for children, the teachers are expected to design materials with fun activities which can facilitate children's active movement and cheerfulness. Scott and Ytreberg (1990) say that young children are seem to be enthusiastic in doing their activity and are full of energy so the language teaching – learning activity for them should be full of variations and changes.

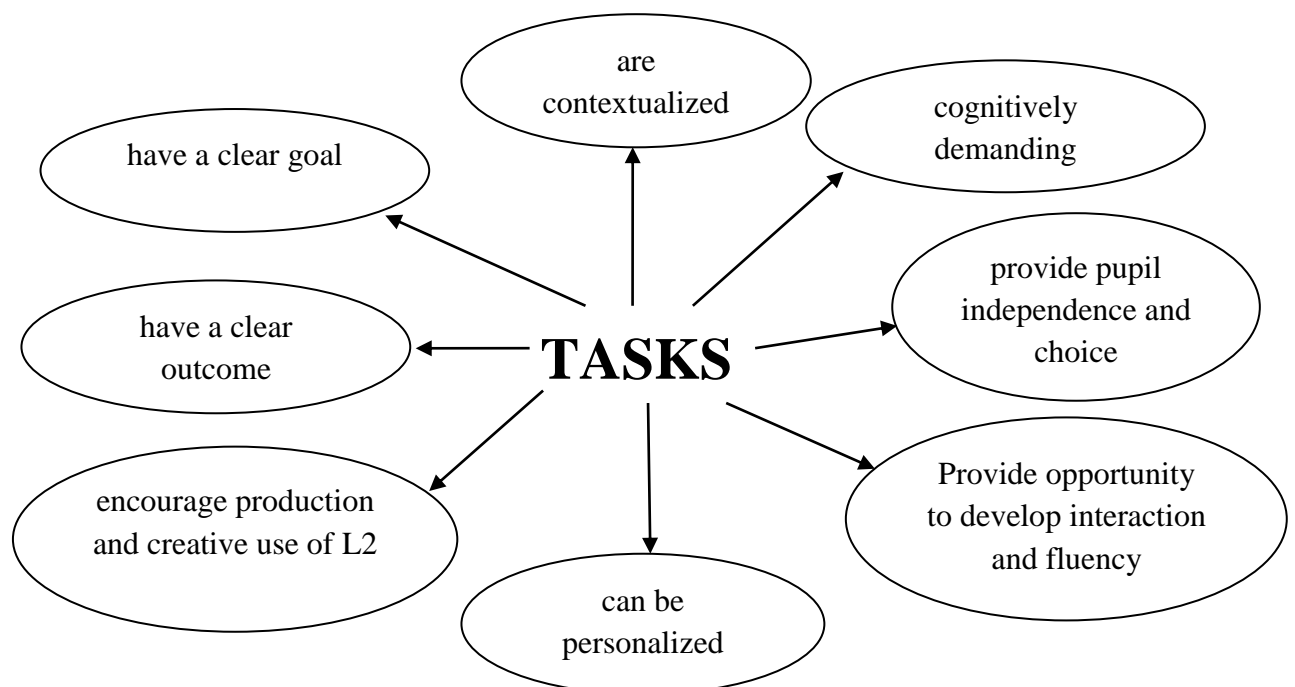
Young Learners work hard to make sense of what the teachers ask them to do, and come to tasks with their own understanding of the purposes and expectations of adults (Cameron, 2001: 21). Cameron (2001: 31) also gives some identification of the key features of task for children learning foreign languages. They are:

- have coherence and utility for learners
- have meaning and purposes for learners
- have clear language learning goals

- have beginning and end
- involve learners actively.

Brewster et al. (2002: 49) proposes that a task for young learners involves meaningful purpose and context to stimulate learners to do something through language. It is important for children to know why they are learning certain language and what they are going to do with it.

Good tasks encourage pupils to personalize language, pursue their interests and use language in independent and creative way. Further, Brewster et al. summarize the characteristics of tasks for young learner as follow:



**Figure 4: Characteristics of tasks for young learners, Brewster et al.**

**(2002: 52)**



#### **d. Learning Materials Evaluation**

Hutchinson and Waters (1987: 96) generated a concept about materials evaluation. According to them, materials evaluation is a matter of judging the fitness of something for a particular purpose. They added that at the end of the evaluation, there will be no absolute good or bad, but there will be a particular degree of the fitness of the material. It is really important to evaluate materials to get the feedback toward the materials that are developed, as well as to determine the next thing to do with the materials. Tomlinson (1998: 220) defines the material evaluation as:

Materials evaluation refers to attempts to measure the value of the materials. In many cases this is done impressionistically and consists of attempts to predict whether or not the materials will work, in the sense that the learners will be able to use them without too much difficulty and will enjoy the experience of doing so.

So, it can be simply concluded that materials evaluation is a whole process of assessing and judging a particular material to check its fitness, in accordance with the particularly agreed goals and objectives.

Below are some reasons why we need to evaluate materials.

1. We carry out systematic evaluations of materials currently in use in order to find out to what degree and why they (do not) facilitate language learning so that we can identify the popular and successful features of existing materials, which will help us to produce better materials.

2. We evaluate existing materials with a view to choosing suitable materials for language programs.
3. We evaluate the materials that we have already chosen or that have been chosen for us so that we can adapt the materials in order to make them better suit the needs of the students and the needs of teaching.
4. We also evaluate the materials produced by ourselves so that necessary revision can be made.

#### **e. Principles in Materials Evaluation**

There are two principles in materials evaluation: effectiveness and efficiency (Ellis 1998 in Tomlinson 1998).

**Effectiveness principle:** Is a course book effective in meeting the needs of the learners? To answer this question, the evaluator needs to compare what the learners knew and were able to do before they used the course book with what they know and are able to do after they have used the book;

**Efficiency principle:** Does a course book meet the needs of the learners more effectively than some alternative course books? To investigate efficiency, it is necessary to compare the learning gains evidenced by using one course book with the gains evidenced by another course book.

## **B. Review of Related Studies**

This research is about developing listening – speaking materials based on Total Physical Response theory for Primary School students. Based on researcher's knowledge, there are some previous studies related to the development of listening – speaking materials for children and the use of Total Physical Response to teach English for young learners.

Indah (2012) conducted a research on the development of speaking kits using TPR approach for the fifth grade students of Mejing Elementary Schools. She stated that TPR was relevant approach for developing speaking kits. After implementing the speaking kits, the students had great progress in speaking.

Nuryani (2013) investigated the implementation of TPR method in learning listening. She suggested that TPR was an appropriate method for teaching listening skill of English. Based on her research, TPR could reduce the pressure for the students and increase the students' confidence and in the same time provide the students with long-term retention of language items.

Another study was done by Astuti (2010) who implemented TPR in developing listening tasks for the third grade students in Margosari Elementary School. She stated that TPR was relevant with listening tasks and the students understood the tasks easier.

### **C. Conceptual Framework**

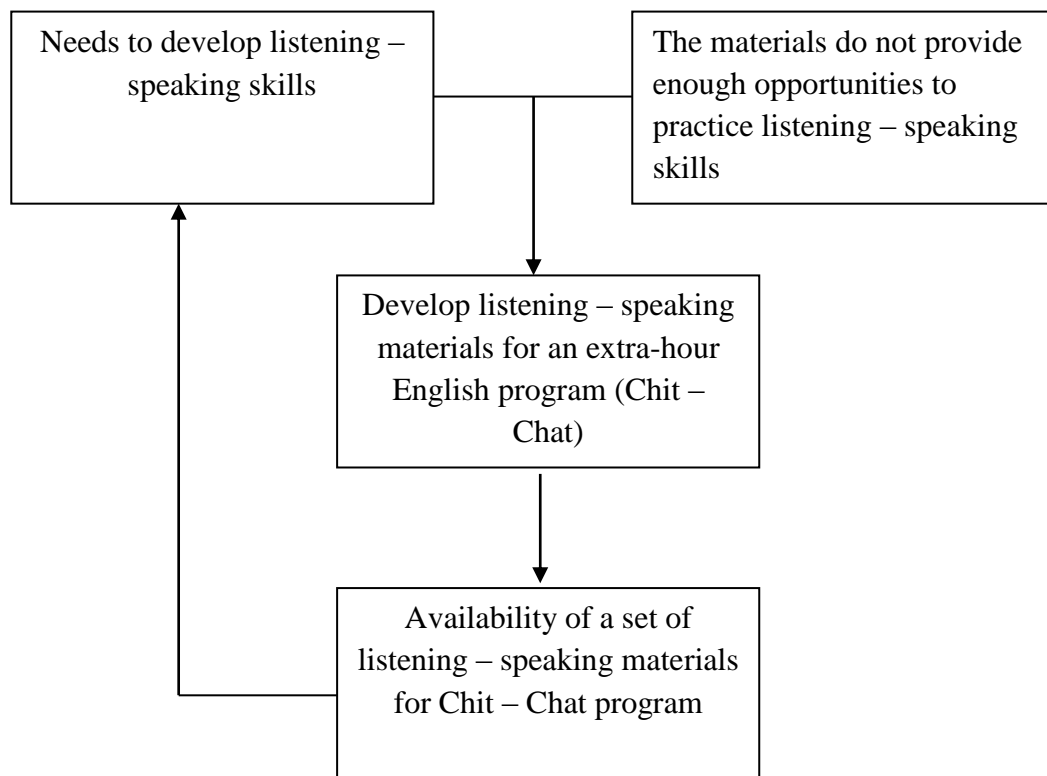
This research is aimed at developing listening – speaking materials for the fourth grade students in Chit – Chat program based on Total Physical Response theory. Listening and speaking are two important skills that students need to comprehend for the very first of learning language. Just as in mother tongue, English as a foreign language for them is better to introduced by giving many listening sources.

Since the English teachers teach the target language to the students only by using students' worksheet, students cannot develop their listening – speaking skills. The tasks in the worksheets do not provide appropriate activities that give enough opportunities for students to practice the target language orally. Besides, students need more time to know English well. The once-a-week meeting is not enough to help them improve their listening and speaking skills. So, since the worksheets are not suitable with students' needs and characteristics and the time for English lesson does not give them many chances to practice their English, it cannot improve students' listening – speaking skills to fulfill communicative demands.

To overcome that problem, it is necessary to develop listening – speaking materials for an extra-hour English program. By holding this program, it is hoped that students' listening – speaking skills will be improved and they will get better understanding in learning English. Besides considering students' needs in learning the target language which should be related to their real life, the students'

characteristics should also be taken into account during the process of developing the materials. Fourth grade students as young learners who are active, delighted in talking, curious, explorative, and able too learn through social interaction need appropriate activities which can cater their characteristics. Thus, the activities in this material should be set up in certain way in order to make them get involved in the program.

In developing the materials, the researcher is required to follow some steps of the R & D cycle used to develop materials. First is conducting the need analysis. Then, the researcher is selecting topic and objective of the learning activities. Next, it is developing listening – speaking materials based on Total Physical Response theory. After that, the materials are implemented in the Chit – Chat program. Finally, it is evaluated and revised. The conceptual framework of the study can be seen in the following chart.



**Figure 5: The conceptual framework of the research**

### **CHAPTER III**

#### **RESEARCH METHOD**

##### **A. Type of the Research**

The objective of this study was to develop a particular educational product. For this reason, it could be classified as Research and Development (R&D). This research is also aimed at using the research findings to design new products and procedures as an industry-based development model (Borg & Gall, 2003).

##### **B. Subjects of the Research**

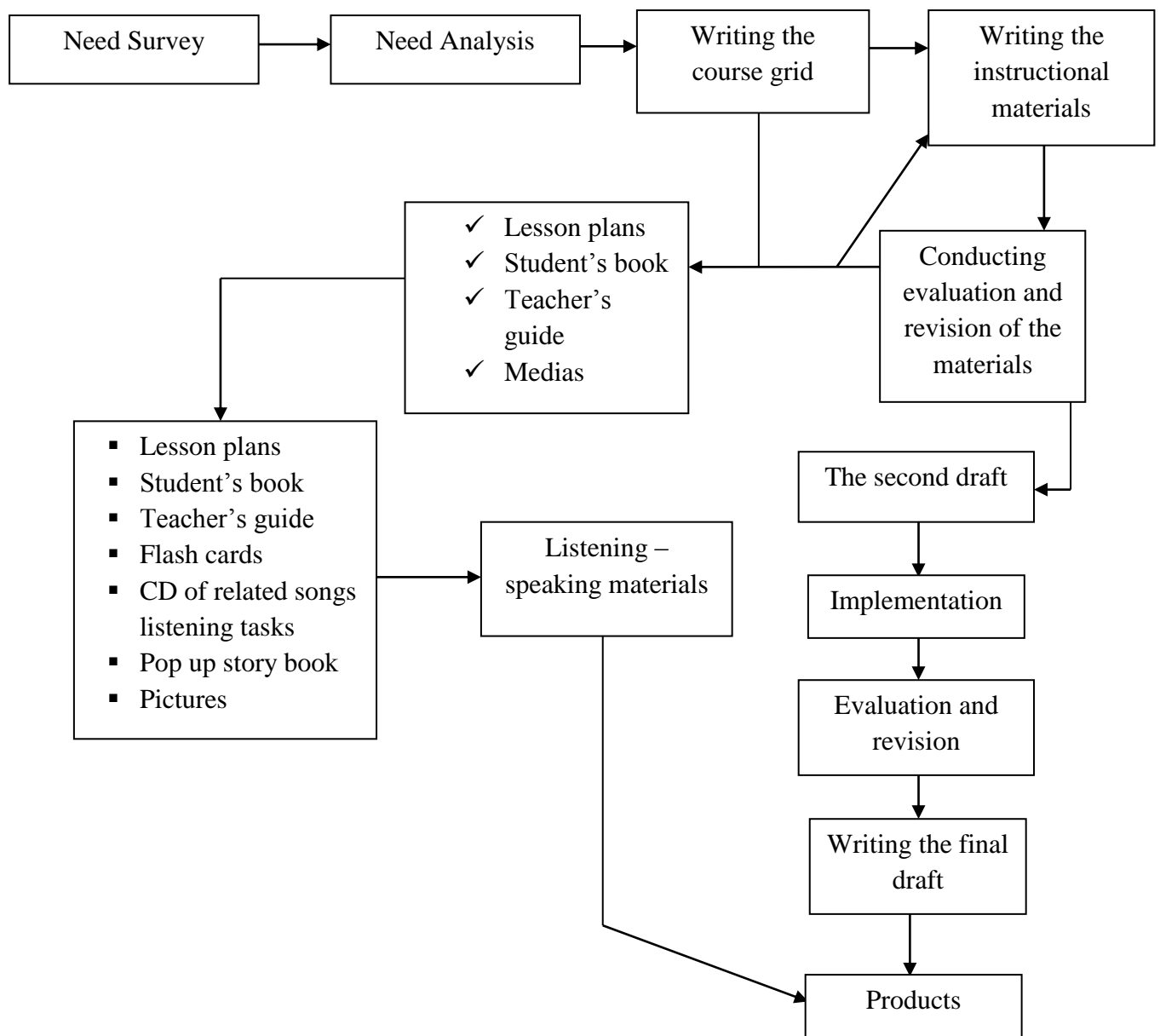
The subjects of the research were the 4<sup>th</sup> grade students of SD Negeri Tempurejo 3 following the Chit – Chat program with the number of the research subject are 23 students.

##### **C. Setting of the Research**

The research was conducted in SD Negeri Tempurejo 3 Blora which is located at Jalan Rembang km.4, Tempurejo, Blora. It was held in 25<sup>th</sup> – 29<sup>th</sup> September 2014.

##### **D. Research Procedure**

This section presents the underlying concepts that were used in this research study. The materials development model employed was the model proposed by Jolly and Bollitho on Tomlinson (1998) with some modification to meet the conditions of the research. The research procedure can be visually presented in the following chart.



**Figure 6: The Procedure of the Research**

1) Conducting a need survey

In this stage a survey was conducted to learners and teachers through interview, and questionnaire at SD Negeri Tempurejo 3. The gained data was used to conduct a need analysis in the next stage.



## 2) Conducting a need analysis

This stage was aimed to determine the information about students' need and interest in studying English (purposes related to both, real world and pedagogy), their opinion towards the test they used to have (including input, activities, student's and teacher's roles, and setting), the guidance needed in solving the given tests, and difficulties they encountered.

## 3) Writing the course grid

In this stage, the researcher wrote the course grid of listening – speaking materials based on Total Physical Response theory and the result of the previous conducted need analysis.

## 4) Developing the first draft

The researcher uses the course grid which had been written in the previous stage as the guideline to develop the first draft. There were four units in the first draft and each unit was completed by a lesson plan and media.

## 5) Evaluating and revising the first draft

After finishing the first draft of the materials, some experts evaluated and gave comments through the questionnaire. In this case, the experts were two lecturers specialized on English for Children and three Elementary English teacher.

## 6) Developing the second draft

The second draft of the materials was written based on the suggestion of the experts.

7) Conducting the implementation

Having completed the second draft, the materials were implemented to the fourth grade students of the Chit – Chat program in SD Negeri Tempurejo 3. The implementation was held in four meetings, a week after the students having finished their final examination.

8) Evaluating and Revising the second draft

The second draft was evaluated based on some comments from students on the questionnaire and the observation sheet.

9) Developing the final draft

The revising draft based on the students' opinion then was called as the final draft.

## **E. Research Instruments**

The instruments used in this research study were three questionnaires and a classroom observation guide. The first questionnaire was intended to get information about students' characteristics and needs. The second questionnaire was intended for a group of experts to obtain the data of the experts' opinion about the developed material. Then, the third questionnaire was intended to obtain data about students' opinion about the developed materials. The last, the observation guide was used to get the information about students' participation, motivation and condition when the developed materials are implemented.

## 1. First Questionnaire

The first questionnaire was intended for the students. It was used to find some information about students' characteristics and needs of English learning. There were 20 items in this questionnaire.

### a. Validity

To fulfill the validity requirements for the first questionnaire, the researcher used construct validity. To obtain the construct validity, the researcher consulted the outline of the questionnaire to the first supervisor to know whether or not the questionnaire was capable of providing information about students' characteristics and needs. Some references used to know the students' profiles, previous knowledge, and attitudes toward English, interest, learning style, learning goal, and expectation (Tomlinson, 1998; Hutchinson and Waters, 1987; Punter, 2006). The organization of the first questionnaire is presented as follows.

**Table 3: The Blueprint of the First Questionnaire for Need Analysis**

The purpose of the questions	The content of the questions	Item numbers	References
To get information related to the students' profile	<ul style="list-style-type: none"> <li>- Age</li> <li>- Sex</li> <li>- Educational Background</li> <li>- Cultural background</li> </ul>	Part A	Tomlinson (1998: 240)

To get information related to the students' background knowledge	<ul style="list-style-type: none"> <li>- Teaching style</li> <li>- Students' previous knowledge</li> <li>- Students' attitudes toward English</li> </ul>	1, 2, 3, 4, 5, 6	Hutchinson and Waters (1987: 63)
To get information related to the students' interest	<ul style="list-style-type: none"> <li>- Interests</li> </ul>	7, 8, 9, 10	Tomlinson (1998: 240)
To get information related to the students' needs about listening and speaking task	<ul style="list-style-type: none"> <li>- Learning style</li> <li>- Learning goals and expectation</li> </ul>	11, 12, 13, 14, 15, 16, 17, 18, 19, 20	Tomlinson (1998: 240) Pinter (2006: 60-61)

#### b. Reliability

There were three steps conducted to show the reliability of the questionnaire. First, the questionnaire was administrated to 23 students as the subject of the study. There are 5 possible points; 5 points for Strongly Agree (SA), 4 points for Agree (A), 3 points for Neutral (N), 2 points for Disagree (DA), and 1 point for Strongly Disagree (SA). Second, the questionnaires were recapitulated after all the questionnaires are given back to the researcher. Third, the

Alpha Cronbach formula was used to find the reliability coefficient of the questionnaire.

## 2. Second Questionnaire

The second questionnaire was intended for some experts after the developed materials (the first draft) are ready. It was used to know the respondents opinion about the developed materials. There were 20 items in the questionnaire.

### a. Validity

For the validity requirements, the researcher also used the construct validity. For that, the outline was consulted to the first supervisor to know whether or not the questionnaire gives information about experts' opinion towards the developed materials. Some references were used to relate to experts' profile, the contents of the developed materials, the sequence of the materials, the clarity of the instructions, the general layout, and the goal of the developed materials (Brown, 2001; Hutchinson and Waters, 1987; Tomlinson, 1998). The organization of the second questionnaire can be seen below.

**Table 4: The Blueprint of the Second Questionnaire for Expert Judgment**

The purpose of the question	The content of the question	Item number	References
To find information about experts'	<ul style="list-style-type: none"> <li>Name</li> <li>Age</li> </ul>	Part A	Masuhara via

profile	<ul style="list-style-type: none"> <li>• Sex</li> <li>• Educational Background</li> </ul>		Tomlinson (1998: 241)
To get information about experts' opinions on the quality of the developed materials	<ul style="list-style-type: none"> <li>• Contents</li> <li>• Sequence</li> <li>• Instructions</li> </ul>	4, 5, 6, 8, 9, 11, 17	Brown (2001: 142) Hutchinson and Waters (1987) Ellis via Tomlinson (1998: 235)
To get information about experts' opinions related to the format of the developed materials	<ul style="list-style-type: none"> <li>• Typesetting</li> <li>• Illustrations</li> <li>• General layout</li> </ul>	10, 13, 14, 15, 19, 20.	Brown (2001: 142)
To find information about experts' opinions related to the relevance among materials, and the syllabus	<ul style="list-style-type: none"> <li>• Goal</li> <li>• Methodology</li> </ul>	1, 2, 3, 7, 12, 16, 18,	Brown (2001)

#### b. Reliability

To find out the reliability of the questionnaire, the researcher administrated the questionnaire to some experts. There

were five experts who gave comments to the developed materials. They were two experts of materials of English For Children and three Elementary English teachers. There were three steps conducted to show the reliability of the questionnaire. First, the questionnaire was administrated to the experts. There are 5 possible points; 5 points for Strongly Agree (SA), 4 points for Agree (A), 3 points for Neutral (N), 2 points for Disagree (DA), and 1 point for Strongly Disagree (SA). Second, the questionnaires were recapitulated after all the questionnaires were given back to the researcher. Third, the Alpha Cronbach formula was used to find the reliability coefficient of the questionnaire.

### **3. Third Questionnaire**

The third questionnaire was administrated to the students after the implementation of the developed materials. It was aimed at finding students' opinions about the developed materials. There were 20 questions in the questionnaire.

#### **a. Validity**

For the validity measures, the researcher used construct validity. To obtain the construct validity, the researcher consulted the outline of the questionnaire to the first supervisor to know whether or not the questionnaire was capable of giving the information about students' opinions towards the developed materials. The researcher took some questions related to the

students' profile, the relation between the goals of the developed materials and students' needs, the contents of the developed materials, the varieties of the tasks and activities, the clarity of the instructions, and the general layout of the developed materials (Nunan, 2004; Harmer, 2001; Brown, 2001). Here below is the organization of the third questionnaire.

**Table 5: The Blueprint of the Third Questionnaire for Implementation**

<b>The purpose of the question</b>	<b>The content of the question</b>	<b>Item number</b>	<b>References</b>
To find information about students' profile	<ul style="list-style-type: none"> <li>• Name</li> <li>• Age</li> <li>• Sex</li> </ul>	Part A	Masuhara via Tomlinson (1998: 240)
To find information to evaluate the relation between the developed materials and the students' needs	<ul style="list-style-type: none"> <li>• The goal of the materials</li> <li>• Students'</li> </ul>	1, 2, 4, 7, 9, 13, 18	Nunan (2004: 175)
To find information to evaluate the quality of the developed materials and	<ul style="list-style-type: none"> <li>• Content</li> <li>• Variety of tasks and activities</li> <li>• Clarity of the</li> </ul>	3, 5, 6, 8, 10, 11, 14	Brown (2001: 142) Nunan (2004: 175) Harmer (1992: 279)



activities	instructions		
To get information about the students' opinions related to the format of the developed materials	<ul style="list-style-type: none"> <li>• Typesetting</li> <li>• Illustrations</li> <li>• General layout</li> </ul>	12, 15, 16, 17, 19, 20	Brown (2001: 142)

#### b. Reliability

There were three steps conducted to show the reliability of the questionnaire. First, the questionnaire was administrated to 23 students as the subject of the study. There are 5 possible points; 5 points for Strongly Agree (SA), 4 points for Agree (A), 3 points for Neutral (N), 2 points for Disagree (DA), and 1 point for Strongly Disagree (SA). Second, the questionnaires were recapitulated after all the questionnaires were given back to the researcher. Third, the Alpha Cronbach formula was used to find the reliability coefficient of the questionnaire.

### 4. Observation Guide

#### a. Validity

This instrumen was used to gain information on what is happening in the program during the implementation of the developed materials. The observation guide was administrated

to the English teacher. The observation was conducted during the implementation of the second draft of the developed listening – speaking materials to record the situation on the program.

The observation guide was used as a guidance for keeping an eye on the students' attitude during the Chit – Chat program using the developed materials. Here is the organization of the observation guide.

**Table 6: The Blueprint of the Observation Guide**

<b>The purpose of the question</b>	<b>The content of the question</b>	<b>Question number</b>	<b>References</b>
To find information about the attitude of the students towards the materials	<ul style="list-style-type: none"> <li>• Behaviour</li> <li>• Attention</li> </ul>	1, 2, 3, 4, 5, 6, 7, 8.	Wajnryb (1992: 131)
To find information about the quality of practice the developed materials and activities	<ul style="list-style-type: none"> <li>• Activities and tasks</li> </ul>	9, 10, 11, 12.	Brown (2001: 142) Nunan (2004: 169-170)
To find information about	<ul style="list-style-type: none"> <li>• Presentation</li> </ul>	13, 14, 15.	Wajnryb (1992: 131)

the role of the teacher when students working with the tasks	<ul style="list-style-type: none"> <li>• Reinforce ment</li> </ul>		
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#### b. Reliability

To find out the reliability of the observation guide, the researcher used inter-rater reliability. She administered the observation guide to an observer. It was the English teacher in SD Negeri Tempurejo 3. After the observation guide were given back to the researcher, she made the recapitulation.

### F. Data Collection Technique

The data in this research study were gathered from three questionnaires and the classroom observation. The data revealed students' needs of English learning were obtained from the first questionnaire which was administrated to the students when the researcher conducted the need analysis. The data intended to get opinions and suggestions from the experts and students about the developed materials were obtained from the second and the third questionnaires. The data to reveal what occurred in the program from the program observation sheets carried out by the researcher in every meeting during the implementation of the developed materials.

### **G. Data Analysis Technique**

There were two different types of the data collected in this research study. The first type of the data was collected from the questionnaire for need analysis and materials' evaluation. The second type of the data was collected from the observation sheet when the developed materials were implemented.

The data from the questionnaires were analyzed quantitatively. There were two parts of each question. The first part of the questionnaire (part A) was related to students' or experts demographic identities. The second part of the questionnaire (part B) was analyzed quantitatively using "Likert scale" to give score weights to each indication of the response to the statements. There were 5 possible points; 5 points for Strongly Agree (SA), 4 points for Agree (A), 3 points for Neutral (N), 2 points for Disagree (DA), and 1 point for Strongly Disagree (SD). In analyzing the results, the researcher used descriptive analysis which includes Cronbach Alpha and the central tendency statistics: Mean and Standard Deviation. In order to make the quantitative data of the questionnaire easier to read, those data were converted into the interval of mean values on the scale of 1 to 5 using the range of the factual score.

Meanwhile, the data from the observation sheets were analyzed qualitatively. There were two parts of the observation sheets. The first part of the observation sheet represented what was happening in the program during the implementation of the developed materials. The second part of the observation sheet was related to the observers' opinions about the developed materials. These data were used to support the quantitative data from the questionnaire.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSIONS

#### A. Research Findings

In this chapter, the result of developing need analysis, the result of need analysis, the process of writing course grid and developing materials, getting the expert judgment, implementation, evaluating and revising the materials would be presented.

#### 1. Need Analysis

##### a. The Instrument for Need Analysis

Before conducting need analysis, the instrument for need analysis was developed. The instrument used was questionnaire. The need analysis questionnaire that consisted of twenty questions was developed based on the blue print that has been made before. The blue print was made line with theories of developing materials by Tomlinson, Hutchinson and Waters, and Pinter. The blue print can be seen in table below.

**Table 7: The Blue Print of the First Questionnaire**

<b>The purpose of the questions</b>	<b>Number of items</b>	<b>Question number</b>
To get information related to the students' profile	1	Part A

To get information related to the students' background knowledge	6	1, 2, 3, 4, 5, 6
To get information related to the students' interest	4	7, 8, 9, 10
To get information related to the students' needs about listening and speaking task	10	11, 12, 13, 14, 15, 16, 17, 18, 19, 20

The purpose of the questions was to find out the learners' need and the learning needs. The twenty questions aimed to figure out who the students are and to get information about: students' previous background knowledge, students' interest towards English, students' learning style, students' need about listening and speaking task, and their expectations.

The construct validity was used to make sure that the questionnaire was valid. The questionnaire was also reliable, readable, and had clear instructions. The reliability of the questionnaire was measured by using Cronbach's Alpha Formula that analyzed through SPSS. The result was 0.863.

#### **b. The Result of the Need Analysis**

The detailed results of the need analysis were presented in two parts. The first part was the description of the learners and the

second part was the description of learner needs and learning needs.

### **1) The description of the learners**

The participants of the needs analysis were the 4<sup>th</sup> grade students in SD Tempurejo 3 in year 2014/2015. There were 23 students that consisted of 5 male and 17 female. They were about nine to eleven years old. Most of them lived near the school, Tempurejo. The rest of the students come from Temurejo and Ngareng. The data of the students can be seen in table below.

**Table 8: Data of the Students**

The number of the students	Sex		Age
	male	female	
23	5	17	9 – 11 years old

### **2) The description of the learner needs and learning needs**

The result of the first questionnaire was used as the basic consideration in developing listening – speaking

material for Chit-Chat program for the 4<sup>th</sup> grade students in SD Negeri Tempurejo 3. The table below shows the learning needs of the grade 4 students in SD Negeri Tempurejo 3 on the students' attitude toward English lesson.

**Table 9: The Result of the Learner Needs and Learning Needs**

<b>No.</b>	<b>Statements</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
<b>1.</b>	I like studying English	87 %	13 %	-	-	-
<b>2.</b>	I like studying English at home though there is no homework to do.	61 %	26 %	9 %	-	4%
<b>3.</b>	I study English in an English course.	22 %	4%	13%	57%	4%
<b>4.</b>	I like learning English through	74 %	13 %	-	-	13 %



	games.					
<b>5.</b>	I like learning English through songs	92 %	4 %	-	4 %	-
<b>6.</b>	I like learning English through stories.	74 %	26 %	-	-	-

The statements in table above were aimed at getting information about the students' attitude toward English lesson. The result shows that most of students liked learning English. Their preference could motivate them to learn English outside school, especially when the Chit – Chat program was held. From the fourth, fifth, and sixth statements, it shows that students like learning English by doing some games, singing, and told a story. This means that some kinds of total physical response activity were applicable and available for them.

### 3) The description of students' interest in learning English

From the first questionnaire, on the question number 7 – 10, they showed the students' interest in English teaching and learning processes. The table below presents the result of the questionnaire related to the students' interest in learning English.

**Table 10: The Result of the Students' Interest in Learning English**

No.	Statements	SA	S	N	D	SD
7.	I like doing tasks containing many pictures.	61 %	17 %	-	22 %	-
8.	I understand the lesson if my teacher gives example through direct practice.	74 %	17 %	9 %	-	-
9.	I like practicing English with	61 %	13 %	17 %	9 %	-

	my friends.					
<b>10.</b>	I like being asked by the teacher in English lesson.	70 %	26 %	4 %	-	-

The statements in tables above were aimed at getting information about students' interest in learning English. The result shows that most of the students liked to have pictures in their English material but the rest disagreed when there were many pictures in their materials. They also strongly agreed when the teacher gave an example by practicing it directly. When they were asked about practicing their English with others most of them liked it so much and only a few of them said that they did not. Their interest in showing their progress can be seen in the tenth question. From 23 students, 16 of them liked when the teacher asked them to speak.

#### **4) The description of students' needs about listening and speaking task**

The questions number 11 – 20 of the first questionnaire contains statements describing students' needs about listening and speaking task. The following table presents the results in percentage.

**Table 11: The Result of the Students' Needs About  
Listening and Speaking Task**

<b>No.</b>	<b>Statements</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
<b>11.</b>	Good pictures help me understand English.	83 %	13 %	-	4 %	-
<b>12.</b>	I am happy when I can speak English.	92 %	4 %	4 %	-	-
<b>13.</b>	I like doing English tasks on my own.	65 %	26 %	9 %	-	-
<b>14.</b>	I like doing English tasks with my mate.	74 %	22 %	4 %	-	-
<b>15.</b>	I like doing English tasks with my groups/friends.	62 %	17 %	4 %	17 %	-
<b>16.</b>	I like practicing my speech with my mate.	48 %	22 %	13 %	17 %	-
<b>17.</b>	I like practicing my speech with my groups/friends.	48 %	31 %	4 %	17 %	-
<b>18.</b>	I want to understand	83 %	13 %	-	-	4 %

	English better.					
<b>19.</b>	I want to join an English activity to improve my English.	74 %	17 %	9 %	-	-
<b>20.</b>	I want to join an English activity which is fun and make English easier to learn.	87 %	4 %	-	9 %	-

The statements above were aimed at getting information about the students' needs about speaking and listening tasks. Based on the students' respond, most of the students strongly agreed and a few of them agreed that good pictures can help them understand English, while only one student admitted that they disagreed about this statement. From the statement number 12, most of the students would be pleased if they can speak English. In brief, their willingness to be able to speak English was high.

In terms of their learning style shown in the questions number 13, 14, and 15, most of the students liked doing English tasks on their own and with their mates. About some students disliked doing English task with their group, while most of them enjoyed it and only one student

was neutral. In practicing their English, almost half of the students strongly agreed and some agreed that they liked practicing their English with their mate and a few of them did not like it. Most of the students enjoyed practicing their English with their group, while the rest admitted that they did not.

Based on the results of the questionnaire, it showed that most of the students wanted to understand English better by joining the program, while there was only one student disagreed about the statement. The next question gave a very important point that most of the students agreed to join an English program to improve their English skills and two students said that they were neutral. The fourth grade students in SDN Tempurejo 3 also expected an interesting English program that could make them easier learning English. The last question of the questionnaire showed that most of them agreed and only two students disagreed about the statement.

From the result of the needs analysis, it could be inferred that the fourth grade students in SD Negeri Tempurejo 3 needed an appropriate listening-speaking materials which could give them many opportunities to communicate with each other. They needed materials that

could accommodate their needs and characteristics in learning English. Later, the materials would be used in a listening-speaking program called Chit – Chat.

## 2. The Course Grid

### a. Developing the Course Grid

After the result of needs analysis had been identified, the next step was writing the course grid. The course grid was developed as the guideline in developing the listening-speaking materials. The researcher developed the course grid based on the data obtained from need analysis. From the need analysis, the researcher found data about students' needs and characteristics which were used as the foundation to develop the course grid. Later, the course grid was used as the guideline in developing listening-speaking materials.

In this research study, the researcher developed the course grid which consisted of four units. The course grid heading can be seen in the table below and the complete one is in the appendices.

**Table 12: The Course Grid Heading**

Theme	Competence	Indicator	Materials				TPR Activities			Media and learning sources	character value
			Language function	Grammar	Vocabulary	Expressions	Pre-teaching	While teaching	Post teaching		

The researcher derived the topic in each unit of the materials from the result of the need analysis and students' social background. The topics were related to greeting, introducing one self and others, asking for things, animals, fruit, vegetables, and asking someone to do something. The topics on each unit were presented in more communicative and interesting names based on the theme of the Chit – Chat program which is “Back to Nature”. They were “Welcome to the World”, “I Love My World”, “Let’s Keep Our World”, and “Exploring the World”. These titles also became the theme of each unit.

The competences in the course grid of listening-speaking materials were adapted from Elementary School English Curriculum 2006. In this research study, the researcher only focused on listening and speaking skills for the fourth grade students. The indicators indicated the abilities that should be mastered by the students in the end of the lesson in each unit. They were determined based on the competences. The language functions represented the purpose of learning English for communication in real life such as greeting, introducing one self and others, asking for things, and asking someone to do something. The grammar section represented some simple grammar rules that students should know and understand. These grammars related to the language functions. The vocabulary section consisted of some



words that should be emphasized in each unit related to the topic. Expressions parts consisted of some expressions related to the language functions.

The TPR activities section consisted of three parts. Pre-teaching represented the activities that students should do before the main materials given. Whilst-teaching was the part where the developed materials given and it was the important part to coordinate the activities in the developed materials. Post teaching represented the activities after the teaching and learning process. Media and language sources were used as a mean to help the teacher to conduct the teaching-learning process. Character value represented some character skills expected to the students after the materials given. All of the components in the course grid were related to each other in order to achieving the goal of the program.

Since this research study was aimed at developing listening-speaking materials, the materials were developed to make students communicate with each other during the program. The following is the description of the listening-speaking materials in each unit.

## **b. Description of the Course Grid of Listening – Speaking Materials**

### **1) Unit 1: “Welcome to the World”**

In this unit, the competences are “responding by doing actions appropriately including: introducing one self and greeting”, “responding by doing actions appropriately including: asking and giving things”, “speaking along with actions appropriately, including: introducing one self, greeting”, and “speaking along with actions appropriately, including: asking for things”. There are six indicators of the competences in this theme. They are “identifying expressions of greeting”, “identifying expressions of introducing one self and others”, “identifying expressions of asking things”, “producing expressions of greeting appropriately”, “producing expressions of introducing one self appropriately”, and “producing expressions of asking for things appropriately”.

Related to the indicators, the language functions and expressions that students need to master were greeting, introducing one self and others, and asking for things. The grammar chosen for this unit are some grammar rules relate to how to introduce one self and others and ask for things. The

vocabulary needed in this unit was about greeting, introducing, asking for things, and things in the classroom.

In pre-teaching of the first unit, teacher had to welcome the students. Then, for the ice breaking, students were asked to sing head, shoulders, knees, and toes.

The materials were taken from the “whilst teaching” part. Each unit consists of two sections. In the first section, at first teacher greeted the students and introduced herself. Then, every student greets the teacher and says their name. Secondly, the teacher taught the “good afternoon” and “how are you?” songs. Then, she asked the students to sing together with her. The third is that the teacher explained how to introduce one self to others and asks students to practice in front of the class. After that, students played Zip-Zap game. In the second section, the teacher started explaining how to ask things from others. Then, students identified some pictures of things in the classroom with the correct names. Next, students practiced the expressions of how to ask for things with their friends based on some pictures. After that, the class divided into 3 groups, then they decorated the class.

The post teaching included some activities to end the lesson in interesting and creative way. The students would sing “hip-hip hurray” and “goodbye” songs.

The media used in the unit 1 were Papers, scissors, pictures, glue, double tape, crepe papers, and balloons. The learning sources were *Good afternoon* song, *How are you?* song, *Head, shoulders, knees and toes* song, *Zip-Zap* game, *Can I Have A Pen?* song, *Hip – Hip Hurray* song, and *Goodbye* song. There were some character values expected in this unit. They were teamwork, courage, independence, and spirit.

## **2) Unit 2: “I love My World”**

The theme of this unit is about animals, fruit, and vegetables. Therefore, the competences are “comprehending a very simple descriptive text about animals, fruit, and vegetables” and “expressing a very simple descriptive text about animals, fruit, and vegetables”.

There are eleven indicators related to the competences. First is identifying names of animals based on the pictures. Second is identifying names of animals based on their sounds. Third indicator is identifying names of the animals based on the characteristics. Fourth is identifying names of fruit and vegetables based on some pictures. Fifth is identifying names of fruit and vegetables based on their taste. Sixth is identifying names of fruit and vegetables based on their characteristics.

Seventh is pronouncing names of the animals correctly. Eighth is imitating animal sounds. Ninth was mentioning animals' characteristics. The next is pronouncing names of fruit and vegetables correctly. The last is mentioning fruit' and vegetables' characteristics.

In relation to the indicators the vocabulary needed to master are about animals' names, animals' sounds, animals' characteristics, fruit and vegetables' names, and fruit and vegetable characteristics. The grammar used when students try to identify animals', fruit, and vegetables characteristics which was related to have/has rules.

In the pre-teaching of the second unit, the teacher started the lesson by singing "good morning" and "how are you?" songs and students answered with the same songs. Then, the students sang another song "head, shoulders, knees, and toes". Later, these three songs would be the morning routine before starting the lesson.

There were two sections in this unit. In section one, firstly, teacher showed some animals' pictures in which the students are expected to say the animals' names. Teacher helped students to say the correct pronunciation of each animal. Then, teacher asked how the animals' sounds in

Indonesian/Javanese, then compared with how the animals' sounds in English. After that, teacher taught "the animals' sounds" song and sang it together with the students. Then, students played "communisound" game. Next, the teacher showed a picture of animal and explained it in a very simple description. Then, students played "who am I?" game. The last, students tried to describe some animals in a very simple way.

In the second section of the whilst-teaching, firstly, the teacher showed some fruit and vegetables pictures and it was expected that the students could say its name. The teacher helped students to say the correct pronunciation of each fruit and vegetables. Then, students played "what fruit is it?" game. After that, she showed a picture of a fruit then explains it in a very simple description. The last, students tried to describe some fruit and vegetables in a very simple way. The post teaching included some activities to end the lesson in interesting and creative way. The students would sing "hip-hip hurray" and "goodbye" songs.

The media used in unit 2 were pictures of animals, pictures of fruit and vegetables, pop up story book/puppets/, pictures and weird animals' stickers. The learning sources were *Good Afternoon* song, *How Are You?* song, *The Animals' Sounds* song, *Communisound* game, *Who Am I?* game, *What*

*Fruit Is It?* game, *Hip – Hip Hurray* song, *Goodbye* song, the story of *A Very Weird Zoo*, and *Three Bears* song. There were some character values expected in this unit. They were teamwork, curiosity, devotion to their own culture, courage, spirit, independence, fair play.

### **3) Unit 3: “Let’s Keep Our World”**

In this unit, the competences are “responding by doing actions appropriately based on the instruction”, “responding by doing actions appropriately including: telling someone that we are able to or not be able to do something”, “speaking along with actions appropriately, including: giving instructions”, and “speaking along with actions appropriately, including: telling someone that we are able to or not be able to do something”.

Related to the competences, there are four indicators in this unit. The first is identifying expressions of how to ask someone to do something. The second is identifying expressions of how to tell someone that we are able to or not be able to do something. The third is producing expression of how to ask someone to do something. The last is producing expressions of how to tell someone that we are able to or not be able to do something.

Based on the indicators, the language functions and expressions that students need to master are how to ask someone to do something and how to tell someone that we are able to or not able to do something. The vocabulary used in this unit was about action verbs, fruit, and tools to make *rujak*.

The morning routine activities became the pre-teaching. The whilst-teaching was started by playing “fruit in the middle”. Then, teacher explained how to give instruction in English and the response whether they are able to or not able to do it. Next, the teacher asked the students to have a little practice how to say it. After that, the students were given a recipe and the teacher explained some things on the recipe. Next, the students were given some pictures and they knew names of those things. Then, they played “robot action” game. In the last activity in section one the students practice how to give instruction and give responses whether they are able to do it or not with their friends. In the second section of this unit, the students would practiced how to ask things and how to give instruction in a real condition by making *rujak*. The post teaching included some activities to end the lesson in interesting and creative way. The students would sing “hip-hip hurray” and “goodbye” songs.



The media used in this unit were pictures, pestles and mortars, kinds of fruit, mat, banana leaves, and brooms. There are some learning sources needed in this unit, they were *Good Afternoon* song, *How Are You?* song, *Fruit in the Middle* game, *Robot Action* game, *Hip-Hip Hurray* song, and *Goodbye* song. The character values expected in this unit were responsibility, respecting others, devotion to their own culture, devotion to the Earth, spirit, and independence.

#### **4) Unit 4: “Exploring the World”**

Unit four is made for reviewing all the units. The students will review all the materials by doing a treasure hunt. They will pass some posts where each of it gave some challenges for them in the form of game, song, and tasks. There will be four posts had to be passed through and each post contains some materials that students need to remember.

The morning routine activities became the pre-teaching. The whilst-teaching were divided into four parts/posts. Before going to the first post the teacher explained that the students were going to have a treasure hunt. There would be four posts that they had to visit before finally finding the treasure. In every post, they did some tasks to review some previous materials. In the first post, the students played

“identity swap” game. Then, together they sang “Hello, how are you?” song. In the second post, they played “fast, freaky animals” game. Next, in the third post the students sang “red, yellow, blue, and green” song. Then, they played “salad fool” game. In the last post, the students were asked to show some performances in front of the class. The post teaching included some activities to end the lesson in interesting and creative way. The students would sing “hip-hip hurray” and “goodbye” songs.

The media used for this unit were a simple map treasure, origami papers, hvs papers, and pencil/colour pencil. The learning sources were *Good Afternoon* song, *How Are You?* song, *Identity Swap* game, *Hip – Hip Hurray* song, *Goodbye* song, *Hello, How Are You?* song, *Fast, Freaky Animals* game, *Red, Yellow, Blue And Green* song, and *Salad Fool* game. The character values expected in this unit were teamwork, spirit, devotion to the Earth, independence.

### **3. The First Draft of the Materials**

The first draft of the materials was developed after the course grid was written. As it had mentioned before, the developed materials consisted of four units. Every unit had each topic. It consisted of integrated listening and speaking skills. Each unit contained of some components namely

“warming up”, “more to know”, “let’s sing”, “list of expressions”, “fun time”, “let’s try”, “act it out”, “creative hands”, “story corner”, “reflection”, “glossary” and “what’s your weather today?”. Below is the description of the outline of the designed materials as the first draft.

**Table 13: Outline of the First Draft of Developed Materials**

Unit	Components’ Titles	Activities	Function
1	Section 1		
	Warming Up	The teacher greets the students and introduces herself. Then, she asks the students to introduce themselves.	to build the students’ background knowledge.
	Let’s Sing	singing “good afternoon” and “how are you?” songs	to make easier in remembering greeting in a song.
	More to Know	The teacher gives explanation about the expressions.	to give examples of how to introduce others.
	Fun Time	playing “zip-zap” game.	practicing how to introduce others in a game.
	Section 2		
	More to Know	The teacher gives explanation about the expressions.	to give examples of how to ask for things.

	Let's Try	The students draw a line connecting the pictures with the right words.	to check students' understanding.
	Act it Out	The students practice the expressions	practicing the expressions of how to ask for things.
	Creative Hands	The students decorate the class while practicing the expressions.	practicing how to ask for things in a real situation.
	Reflection	The students give a check (✓) to the table fitted with their condition.	to check students' understanding towards the materials in unit 1.
	Glossary	The students can memorize, read, or find some words.	containing some words related to the unit.
	What's Your Weather Today?	The students stick a smiley sticker fitted with their feeling.	to check students' likes/dislikes about the materials.
2	Section 1		
	Warming Up	shown some animals' pictures, the students try to say them.	to build the students' background knowledge.
	More to Know	The teacher gives explanation about the animals' sounds.	comparing animals' sounds in English and student's native language.
	Let's Sing	The students sing	to make easier in

		“The Animals’ Sounds”	remembering the animals’ sounds in English
	Fun Time	The students play “Communisound” game.	to check students’ understanding through game.
	More to Know	The teacher explains how to describe animals.	to give examples of how to describe animals.
	Let’s Try	The students do some tasks leading to describe animals.	to help students in describing animals.
	Fun Time	The students play “Who Am I?” game.	to check students’ understanding through game.
	Let’s Try	The students try to describe animals.	practicing students’ skills in describing animals.
	Story Corner	The teacher tells a story entitled “A Very Weird Zoo” and the students do some tasks after it is told.	to check students’ understanding through story.
	Section 2		
	Warming Up	shown some fruit’s and vegetables’ pictures, the students try to say them.	to build students’ background knowledge.
	Fun Time	The students play “What Fruit Is It?”	to check students’ understanding through

		game.	game.
	More to Know	The teacher explains how to describe fruit and vegetables.	to give examples of how to describe fruit and vegetables.
	Let's Try	The teacher tells some characteristics and the students try to guess what fruit or vegetables it is.	to check students' understanding through task.
	Act It Out	The students try to describe fruit and vegetables characteristics.	practicing students' skills in describing fruit and vegetables.
	Reflection	The students give a check (✓) to the table fitted with their condition.	to check students' understanding towards the materials in unit 2.
	Glossary	The students can memorize, read, or find some words.	containing some words related to the unit.
	What's Your Weather today?	The students stick a smiley sticker fitted with their feeling.	to check students' likes/dislikes about the materials.
3	Section 1		
	Warming Up	The students play "Fruit in the Middle" game.	to build students' background knowledge through game.
	More to Know	The teacher explains the expressions.	to give examples of how to ask someone to do something and how

			to respond to it.
	Let's Try	The students draw a line connecting the pictures with the right words.	to check students understanding through task.
	Fun Time	The students play "Robot Action" game.	to check students' understanding through game.
	Act It Out	The students practice the expressions	practicing students' skill in asking some to do something and responding to it.
	Section 2		
	Fun Time	The students make <i>rujak</i> while practicing the expressions	practicing students' speaking skills in a real situation.
	Let's Eat	The students eat <i>rujak</i> and then clean the classroom while practicing the expressions.	practicing students' speaking skills in a real situation.
	Reflection	The students give a check (✓) to the table fitted with their condition.	to check students' understanding towards the materials in unit 3.
	Glossary	The students can memorize, read, or find some words.	containing some words related to the unit.
	What's Your Weather	The students stick a smiley sticker fitted	to check students' likes/dislikes about the

	Today?	with their feeling.	materials.
4	Warming Up	The students sing “If You’re Happy” song. Then, the teacher explains that the students will have a treasure hunt.	ice breaking trough song.
	Post 1		
	Fun Time	The students play “Identity Swap” game.	to check students’ understanding through game.
	Let’s Sing	The students sing “Hello, How Are You?” song.	to make easier students’ in remembering the materials.
	Post 2		
	Fun Time	The students play “Fast, Freaky Animals” game.	to check students’ understanding through game.
	Post 3		
	Let’s Sing	The students sing “Red, Yellow, Blue, and Green” song.	to make easier students’ in remembering the materials.
	Fun Time	The students play “Salad Fool” game.	to check students’ understanding through game.
	Post 4		
	Fun Time	The students perform in front of others.	performing students’ skills in front of others.
	Reflection	The students give a check (✓) to the table	to check students’ understanding towards



		fitted with their condition.	the materials in unit 4.
	Glossary	The students can memorize, read, or find some words.	containing some words related to the unit.
	What's Your Weather Today?	The students stick a smiley sticker fitted with their feeling.	to check students' likes/dislikes about the materials.

### **a) Unit 1 : “Welcome to the World”**

The title in this unit was derived from the topic which was determined based on the need analysis. It was used to give students information about the learning goal of this unit. Moreover, in order to make it more interesting and communicative, it was given name “Welcome to the World”. The page title showed some pictures and what students are going to learn, so that they would have some overviews about the materials.

Unit 1 consisted of two section, they were section one and section two. Section one started with warming up. This part was aimed at making the students get ready by having background knowledge about what they were going to learn. In addition to making the ready to get involve in the lesson, the goal of this part was also to catch students' attentions. By getting students' attention, it would be easier for the teacher to bring them into the

lesson. The attention getter here was in the form of some introduction from the teacher and some questions. The following is the figure of the warming up of Unit 1.



**Figure 7: The Warming Up Part of Unit 1**

The next part was let's sing. There were two songs taught in this part, they are "Good Afternoon" and "How Are You?" songs. It was aimed at making students easier to remember how to greet others. Song is interesting way and it is easy to students to remember.

The next part was more to know. This part gave students some examples of how to introduce others. Then, students were asked to practice the pictures while the teacher gave the correct

pronunciation of the expressions. Below is the figure of more to know part in section one.



**Figure 8: The More to Know Part of Section 1 in Unit 1**

The fun time part was aimed at checking students' understanding while they played a game. The game was "zip – zap" game. The game was chosen because it contained the materials in the more to know part then students could practice their skills through this game. It was fun and contained moves that it would be interesting to play.

The section two of the unit 1 started with more to know part. This part gave two examples of expression of how to ask for things. It would be useful for students to learn before they were going to the next part. The figure below is the picture of more to know part in section two.



**Figure 9: The More to Know Part of Section 2 in Unit 1**

The next part was let's try. This part was aimed at checking the students' understanding. It contained some pictures and words. Students had to connect the correct picture with the right word. The pictures here were some things in the classroom. After finishing this task, students would try to pronounce the words and the teacher helped them to have the correct pronunciation. This task would be needed by the students to go on to the next part.

The next part was act it out. The aim of this part was inviting the students to have a practice using the expressions of asking for things. It contained some pictures and students had to act the pictures out with their friends in front of the class. The

teacher could help the students to say the correct words and pronunciation. The figure of the act it out part can be seen below.



**Figure 10: The Act It Out Part of Section 2 in Unit 1**

After having the act it out part, the next is creative hands part. This part was aimed at asking the students to have practices the expression that they learnt before in a real situation. The students would decorate their class. There were three groups that would decorate different part of the classroom. Each group would get different things and their task was asking other groups to have some things that they did not have. While asking for things from other group, students had to practice the expressions of asking for things and fill the tables on the students' book. Below is the figure of the creative hands part.



## Creative hands

Do you feel that your class is so boring? Let's decorate it!  
 Before we start, listen to your teacher.  
 Fill in the tables below while decorating your class.

No	Members of your group	What do you ask? (things)	You ask it from ... (group 1/2/3)
1.			
2.			
3.			
4.			
5.			

No	Names of the other group member	What do they ask? (things)
1.		
2.		
3.		
4.		
5.		

**Figure 11: The Creative Hands Part of Section 2 in Unit 1**

The next part was reflection. It was aimed at getting students' opinion in understanding all the materials in unit 1. They would tick (✓) the column which was fitted with their condition.

After the reflection, it was the glossary part. It contained some words that might be useful for the students and these words related to unit 1. There were four columns in the glossary. They were words, pictures, pronunciation, and meaning.

The last part of unit 1 was what's your weather today? part. The aim of this part was to have the students' opinion about the materials in unit 1. They would add some smiley stickers on the

box fitted with their feeling. There were five kinds of smiley stickers. They were very happy, happy, bored, and sleepy.

## **b) Unit 2 : “I Love My World”**

The title of this unit was “I Love My World”. The title was chosen based on the topic of this unit which was about animals, fruit, and vegetables. The world here was meant to things around the students which is nature and animals, fruit, and vegetables are part of the nature. There were two sections in this unit. The first section was about animals and the second section was about fruit and vegetables.

The first section began with warming up. It was aimed at making the students get ready by having background knowledge about what they were going to learn. The warming up part was in the form of some animals’ pictures and students were asked to say these animals name. Later, the teacher would help students to say the correct pronunciation of the animals. The following is the figure of the warming up in section one of unit 2.



**Figure 12: The Warming Up Part of Section 1 in Unit 2**

The next part was more to know. This part gave the students simple explanation about the animals' sounds. Students would compare the animals' sound in their native language and in English. Knowing the animals' sounds was the part of describing animals as the purpose of this unit.

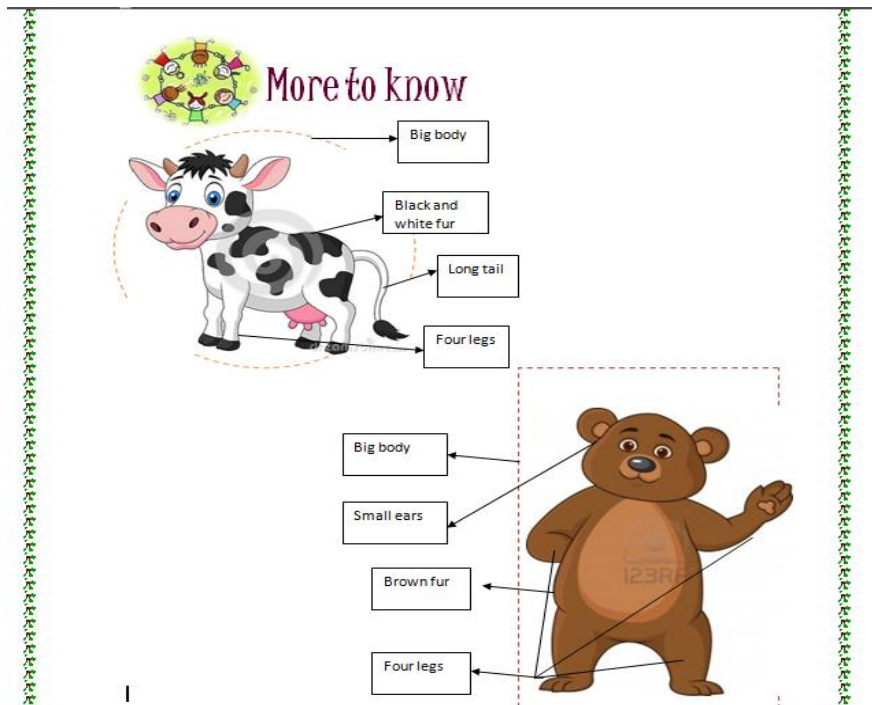
The next part was let's sing. In this part students would be asked to sing "The Animals' Sound". It was aimed at making the students easier remember the animals' sounds.

After knowing the animals' sound, next students were asked to play "communisound" game in fun time part. This part



was aimed at checking students' understanding about the materials through game.


The next part was more to know. This part gave two simple examples about how to describe animals. In this part students would learn about big, small, and part of the body. The figure of more to know in section 1 can be seen below.




**Figure 13: The More to Know Part of Section 1 in Unit 2**

The next part was let's try. This part was aimed at checking students' understanding about how to describe animals. It contained some tasks where students should circle the correct characteristics then fill the missing words. Below is the figure of let's try in section one.

---



Let's try

Circle the correct words. Then, fill in the blanks. Look at the example.




→

Long/short body                      Green/black skin  
 Long/short tongue                Eats fruits/mouse  
 The snake has long body, green skin, and long  
 tongue. It eats mouse




→

One/two wings                      one/two beak  
 Black/blue feathers              can fly/can run  
 The bird has ..... wings ..... beak, and  
 ..... feathers. It .....



→

Two/four legs                      white/brown fur  
 Long/short tail                  eat grass/insect  
 The sheep has ..... legs, ..... fur, and  
 ..... tail. It eat .....



→

Two/four legs                      two/four wings  
 One/two beak                    can fly/can walk  
 The rooster has ..... legs ..... wings, and  
 ..... beak. It .....

**Figure 14: The Let's Try Part of Section 1 in Unit 2**

The next part was fun time. It was aimed at checking students' understanding through game. The game was called "Who Am I?" game. In this game, students would try to guess the animals based on some characteristics. It was a game to improve students' listening skills.

After having a game, the next part was let's try. In this part students were asked to practice their speaking skills in describing animals. Students gave some pictures and they had to describe the characteristics of those animals in front of the class. The figure of let's try can be seen below.



**Figure 15: The Let's Try Part of Section 1 in Unit 2**

The next part was story corner. It was aimed at checking the students' understanding through a story. The title of the story was "A Very Weird Zoo". The story told about some strange animals with strange characteristics. At the end of the story, the students were asked to write name of the animals and stick the pictures of the strange animals in columns. After that, they had to tell the animals and the characteristics based on the story told before.

Section two of the second unit started with warming up. It was aimed at making the students get ready by having background knowledge about what they were going to learn. The warming up

part was in the form of some fruit's and vegetables' pictures. and students were asked to say these animals name. Later, the teacher would help students to say the correct pronunciation of the fruit and vegetables.

The next part in section two was fun time. The purpose of this part was to check the students' understanding through game. The game played was "What fruit is it?" game.

After that was more to know part. It gave students an example about how to describe fruit and vegetables. This part also contained some useful adjectives related to fruit and vegetables. The figure of the more to know can be seen below.



**Figure 16: The More to Know Part of Section 2 in Unit 2**

The next part was let's try. It was aimed at checking students understanding through some tasks. In this part, the teacher would give some characteristics of fruit and students were asked to guess what fruit it was then stick a picture in the box. This task would check students' listening skill about the materials.

To check students' speaking skill, there was act it out part. This part contained some pictures of fruit and vegetables. The students had to describe the characteristics of those pictures in front of the class.

The next part was reflection. It was aimed at getting students' opinion in understanding all the materials in unit 2. They would tick (✓) the column which was fitted with their condition.

After the reflection, it was the glossary part. It contained some words that might be useful for the students and these words related to unit 2. There were four columns in the glossary. They were words, pictures, pronunciation, and meaning.

The last part of unit 2 was what's your weather today? part. The aim of this part was to have the students' opinion about the materials in unit 2. They would add some smiley stickers on the box fitted with their feeling. There were five kinds of smiley stickers. They were very happy, happy, bored, and sleepy.

### c) Unit 3: “Let’s Keep Our World”

The third unit of the first draft was entitled “Let’s Keep Our World”. It was chosen since the activities in unit three contained some tasks that invited students to keep their own culture. This unit consisted of two sections. The learning goals of unit three were students were able to ask for things and ask someone to do something.

The first section started with warming up part. It was aimed at remembering the students about the previous materials about asking for things in unit 1. In this part, students played a game, called “Fruit in the Middle”. Students would use the expressions of asking for things.

The next part was more to know. It contained two examples of expressions of how to ask someone to do something. In this part students would learn about those expressions. The teacher helped the students say the correct pronunciation of the expressions.

Then, the let’s try part was aimed at checking students’ knowledge about some things that they would use later in making *rujak*. This part contained some pictures and some words and the students had to draw a line connecting the pictures with the correct words. After that, the students would pronounce the words and the teacher helped them to say the correct pronunciation.

The next part was fun time. This part was aimed at checking student's understanding about the expression of asking someone to do something. They would play game called "Robot Action" game. They would ask to do something as a robot based on the teacher's instructions.

The next part was act it out. The aim of this part was inviting the students to have a practice using the expressions of asking for things and asking someone to do something. It contained some pictures and students had to act the pictures out with their friends in front of the class. The teacher could help the students to say the correct words and pronunciation. The figure of the act it out part can be seen below.



**Figure 17: The Act It Out Part of Section 1 in Unit 3**

The first part in section two was fun time. In this part students would practice the expressions of asking for things and asking someone to do something in a real situation. They would make *rujak*. There were three groups that would make the *rujak*. Each group would get different ingredients and their task was asking other groups to have some things that they did not have and to ask their friends to do something. While asking for things from other group and asking the other members of the group to do something, students had to practice the expressions of asking for things and asking someone to do something, then fill the tables on the students' book. Below is the figure of the creative hands part.

**SECTION #2**

*Fun time*

It is time for making *rujak*!

Work with your group.

Do you still remember how to ask someone for help?

Well, you will need it to ask the ingredient of the *rujak* from the other groups.

Also, you have to instruct other members of your group to do somethings.

Let's do this!

Before we start, listen to your teacher's instructions.

Fill in the tables below while you make the *rujak*.

**Tables for asking for help**

No	Members of your group	What do you ask? (things)	You ask it from ... (group 1/2/3)
1.			
2.			
3.			

4.		
5.		

No	Names of the other group member	What do they ask? (things)
1.		
2.		
3.		
4.		
5.		

**Tables for giving instruction**

No	My name	I instruct to ...	What do I instruct?
1.			
2.			
3.			
4.			
5.			

**Let's eat!**

Have you finished your work on making *rujak*?

Well, now, it's time to eat it together.

Don't forget to pray before you start eating.

Enjoy your *rujak*! ☺

**Figure 18: The Fun Time Part of Section 2 in Unit 3**



After making the *rujak*, the next part was let's eat. In this part, students would eat their *rujak*. The leader of the group would lead the pray and they started eating it. Then, each group had to clean the classroom.

The next part was reflection. It was aimed at getting students' opinion in understanding all the materials in unit 3. They would tick (✓) the column which was fitted with their condition.

After the reflection, it was the glossary part. It contained some words that might be useful for the students and these words related to unit 3. There were four columns in the glossary. They were words, pictures, pronunciation, and meaning.

The last part of unit 3 was what's your weather today? part. The aim of this part was to have the students' opinion about the materials in unit 3. They would add some smiley stickers on the box fitted with their feeling. There were five kinds of smiley stickers. They were very happy, happy, bored, and sleepy.

#### **d) Unit 4: "Exploring the World"**

The title of this unit was derived from the activities in unit 4. In this unit, students would review all the previous materials while having treasure hunt. The treasure hunt as a big theme of this unit became the title of it named "Exploring the World". The

treasure hunt divided into four posts. Each post had different tasks to do and the tasks were about the previous materials.

The first part of unit 4 started with warming up. It was aimed at giving an ice breaking before the students had a treasure hunt. They would ask to sing “If You’re Happy” song. Then, the teacher explained that they would have a treasure hunt. Students would divide into three groups and each group would be given a map containing some posts that they had to pass.

The post 1 started with fun time. This part was aimed at reviewing the materials about introducing one self and others. The students would play “Identity Swap” game and while playing it, they had to write down the new identity of their friends. The figure of fun time in post 1 can be seen below.

**Post 1**  
*Fun time*

**Identity Swap**  
Hi, kids. Can you imagine you have different name? Will you still remember your friends' name when they have different name? Well, let's check it by playing "identity swap" game.  
Listen to your teacher to know how to play this game. You can write down your friends' name and their new names in the table below.  
Have fun!

No.	Real name	New name	Age
1.	Miss Fia	Shérina	10
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			

**Figure 19: The Fun Time Part of Post 1 in Unit 4**

The next part in post 1 was let's sing. It was aimed at reviewing the materials about greeting through "Hello, How Are You?" song. Students sang the song together with their group. The group with the best performance got the highest score.

There was one part in post 2, it was fun time. In this part students would play "Fast, Freaky Animals" game. It was aimed at reviewing the materials about describing animals.

The next was post 3. It started with let's sing. The students would sing "Red, Yellow, Blue, and Green". It was aimed at remembering the students about kinds of colours.

After let's sing, the next part in post 3 was fun time. It was aimed at reviewing the materials about fruit, vegetables and asking someone to do something. The students would play "Salad Fool" game and while playing this game, they had to fill the task gave to them. Below is the figure of fun time in post 3.



**Figure 20: The Fun Time Part of Post 3 in Unit 4**

The last post was post 4. There was one part in this post which was fun time. In this part, students were asked to perform their ability (singing, dancing, or acting) in front of the other groups. The best performance would get the highest score. After all the groups had already performed, the teacher explained about what treasure that students got from today's hunting.

The next part was reflection. It was aimed at getting students' opinion in understanding all the materials in unit 4. They would tick (✓) the column which was fitted with their condition.

After the reflection, it was the glossary part. It contained some words that might be useful for the students and these words

related to unit 4. There were four columns in the glossary. They were words, pictures, pronunciation, and meaning.

The last part of unit 4 was what's your weather today? part. The aim of this part was to have the students' opinion about the materials in unit 4. They would add some smiley stickers on the box fitted with their feeling. There were five kinds of smiley stickers. They were very happy, happy, bored, and sleepy

#### **4. The Expert Judgment**

The developed listening – speaking materials in this study consisted of four units. They were “Welcome to the World”, “I Love My World”, “Let's Keep Our World”, and “Exploring the World”. This first draft of the listening – speaking materials was evaluated and revised in order to know whether the materials were appropriate for the fourth grade students.

As it has been mentioned in chapter 3, there were five experts completed questionnaire for the validity of the materials. They were two lecturers of English Education Department specialized in English for Children and three Elementary English teachers. The reliability of the questionnaire was measured by using Cronbach's Alpha Formula that analyzed through SPSS. The result was 0.902. The results of the materials are presented in the table below.

**Table 14: The Result of Expert Judgment**

<b>Aspect</b>	<b>N</b>	<b>Mean</b>	<b>Statement number</b>	<b>Statement</b>
<b>Goal</b>	5	4.8000	1	The topics are suitable for the fourth grade students.
	5	4.6000	3	The developed materials can motivate the students to speak English
	5	4.4000	4	Students can learn to cooperate through group activities.
	5	4.2000	7	The students' ability can be measured through the activities
	5	4.8000	18	The developed materials can increase students' interaction.
<b>Input</b>	5	4.2000	6	The developed materials are suitable with the ability of 4 <sup>th</sup> grade students.
	5	4.2000	9	The developed materials suit with the task grading from easy to difficult.
	5	4.2000	11	The examples given are clear and easy to be understood by the students.
	5	4.4000	16	The methods vary.
<b>Activities</b>	5	4.8000	2	The activities are suitable with the topics in each unit.
	5	4.8000	5	The activities are interesting.

	5	4.8000	8	The activities vary.
	5	3.8000	12	The activities are suitable with Total Physical Response activities.
	5	4.8000	17	The activities are appropriate with the daily activities.
<b>Layout</b>	5	4.2000	14	The font used is clear and readable.
	5	4.8000	15	The pictures used can help students understand the materials.
	5	4.4000	19	The layout is clear and interesting.
	5	4.8000	20	The pictures are clear and they can help students understand the instruction.
<b>Instruction</b>	5	4.8000	10	The instructions are clear and simple.
	5	4.2000	13	The instruction can be easily understood by the students.

### **a. The Evaluation and Revision of Unit 1**

#### **1) The Evaluation**

There were five aspects considered in unit 1 of the first draft. They were goal, input, activity, layout, and instruction. Below are the descriptions of evaluation in unit one.

- Goal

The goals of this unit were to make students be able to greet others, to introduce one self and others, and to ask something. Based on the result of expert judgment, the goals of unit 1 could be reached through the input and activities. So, it can be concluded that the materials were relevant with the goals.

- Input

The language input of this unit were on the “warming up”, “more to know” and “let’s sing” parts. Based on the suggestion of the experts, the researcher should add list of expressions since the goals of this unit were related with language functions. The list of expressions would give students more examples about the expressions. On the warming up part, it would be better for the researcher to make it as a dialogue or a photo with some greetings.

- Activity

The activities in unit 1 were in “fun time”, “let’s try”, “act it out”, and “creative hands” parts. The result of the expert judgment showed that the



activities were effective and relevant. The task grading was arranged from simple to complicated, easy to difficult. The suggestion gave was to add a task for students to practice how to introduce others.

- **Layout**

Based on the result of expert judgment, the problem of the layout in this unit was on the margin. Every part should have the same margin. In “glossary” part, it would be better to arrange the words in order, so it was easier for the students to memorize the words. But most of all, the pictures and font were clear and interesting.

- **Instruction**

In unit 1, every part had each instruction. The result of the expert judgment showed that the instructions in unit 1 were clear and easy to understand. Some mistakes found were about grammar error.

## **2) The Revision**

Based on the evaluation of the first draft of unit 1 there were some aspects from the developed materials that should be revised. The revision was presented in the table below.

**Table 15: The Evaluation and Revision of Unit 1**

<b>aspect</b>	<b>evaluation</b>	<b>revision</b>
goal	The materials were relevant with the goal.	no revision
input	There was less examples of expressions as the goal of this unit.	Add “list of expressions” of how to greet others, introduce one self and others and ask for things.
activity	There was no activity in practicing introducing others.	Add “act it out” part as a task for students to practice the expression of how to introduce others.
layout	The margin was a little bit mess and the “glossary” was not in order.	Rearrange the margin. The glossary was put based on the kinds of the words.
instruction	The instructions were clear and easy to understand but be careful about the grammar.	Revise some words with missing grammar.

## **b. The Evaluation and Revision of Unit 2**

### **1) The Evaluation**

As in unit one, the evaluation in unit 2 also considered in five aspects, they were goal, input, activity, layout, and instruction. The description of each aspect was presented below.

- **Goal**

The goals of this unit were how to describe animals, fruit, and vegetables. This unit was talking about animals, fruit, and vegetables. Based on the result of expert judgment, the materials were relevant with the goal of this unit.

- **Input**

In unit 2, the language input was presented in “warming up”, “more to know” and “let’s sing” parts. The input given was about animals’ name, animals’ sounds, animals’ characteristics, fruit’s and vegetables’ name, and fruit’s and vegetables’ characteristics. Based on the result of the expert judgment, it was suggested that in “more to know” part in section 1 that was about animals characteristics, the researcher should give two

different animals with very different characteristics, so the students would learn about opposite adjectives and more words.

- Activity

The activities in unit 2 were in “fun time”, “let’s try”, “act it out”, and “story corner” parts. The result of the expert judgment showed that the activities were effective and relevant. The suggestion given was on the “let’s try” part in section one. It was suggested that the task would be better arranged in easy to difficult grade.

- Layout

Like in unit one, the problem of the layout in this unit 2 was on the margin. Every part should have the same margin. In “glossary” part, it would be better to arrange the words in order, so it was easier for the students to memorize the words. The experts agreed that the pictures and font were clear and interesting.

- Instruction

In unit 2, every part had each instruction. The result of the expert judgment showed that the instructions

in unit 2 were clear and easy to understand. Some mistakes found were about grammar error.

## 2) The Revision

Based on the evaluation of the first draft of unit 2 there were some aspects from the developed materials that should be revised. The revision was presented in the table below.

**Table 16: The Evaluation and Revision of Unit 2**

aspect	evaluation	revision
goal	The materials were relevant with the goal.	no revision
input	In “more to know” part of section 1, the examples of animals had almost the same characteristics.	Change the example of the animals that have very different characteristics.
activity	In “let’s try” part of section 1, the task grading should be from easy to difficult.	Rearrange the task to make the task grading as what was suggested.
layout	The margin was a little bit mess and the “glossary” was not in order.	Rearrange the margin. The glossary was put based on the kinds of the words.
instruction	The instructions were	Revise some words

	clear and easy to understand but be careful about the grammar.	with missing grammar.
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### c. The Evaluation and Revision of Unit 3

#### 1) The Evaluation

The evaluation in unit 3 also considered in five aspects, they were goal, input, activity, layout, and instruction. The description of each aspect was presented below.

- Goal

The goals of this unit were how to ask for things and how to ask someone to do something. Based on the result of the expert judgment, it was suggested to change the goal of unit 3 became how to ask someone to do something and how to tell someone that you are able to or not able to do something. Because the goal changed, the activities and language input should be change too.

- Input

The language input of this unit were on the “more to know” part. Based on the suggestion of the experts, the researcher should add list of expressions since

the goals of this unit were related with language functions. The list of expressions would give students more examples about the expressions. The researcher should also give the examples of how to tell someone that we are able to or not able to do something as it became the goal of unit 3. The experts also suggested adding “more to know” part before “let’s try” part in section 1.

- Activity

The result of the expert judgment showed that the activities were effective and relevant. The suggestion given was to add a task where students could practice the expressions of how to ask someone to do something and how to tell someone that we are able to or not able to do something.

- Layout

In unit 3, the layout problem was about margin and “glossary” part. The researcher should rearrange them to make it clearer.

- Instruction

The result of the expert judgment showed that the instructions in unit 3 were clear and easy to

understand. Some mistakes found were about grammar error.

## 2) The Revision

Based on the evaluation of the first draft of unit 3 there were some aspects from the developed materials that should be revised. The revision was presented in the table below.

**Table 17: The Evaluation and Revision of Unit 3**

aspect	evaluation	revision
goal	Give a new goal to unit 3.	Add “how to tell someone that you are able to or not able to do something” as the now goal of unit 3.
input	There were minimum examples of expressions. Give a language input before giving a task to students.	Add list of expressions and “more to know” part in section 1.
activities	There was no activity where students could practice the expressions of how to ask someone	Add “act it out” part as a task for students to practice the



	to do something and how to tell someone that we are able to or not able to do something.	expressions taught.
layout	The margin was a little bit mess and the “glossary” was not in order.	Rearrange the margin. The glossary was put based on the kinds of the words.
instruction	The instructions were clear and easy to understand but be careful about the grammar.	Revise some words with missing grammar.

#### **d. The Evaluation and Revision of Unit 4**

##### **1) The Evaluation**

Unit 4 was different among three units before. The evaluation in unit 4 considered in four aspects, they were goal, activity, layout, and instruction. There was no input aspect in this unit because the goal of unit 4 was reviewing all the materials in unit one, two, and three. The description of each aspect was presented below.

- Goal

The goal of this unit was to review all the previous materials in unit 1, 2, and 3. To reach this goal all the activities was packed into a treasure hunt. Based on the result of expert judgment, the materials were relevant with the goal of this unit.

- Activity

The activities in unit 4 were wrapped into a treasure hunt activity where there were 4 posts to pass through before finding the treasure. The result of expert judgment showed that the activities were effective to review the previous materials.

- Layout

In unit 4, the layout was interesting and clear. It was suggested that in background of fun time in post three should be change because it might distract students' concentration.

- Instruction

The result of the expert judgment showed that the instructions in unit 4 were clear and easy to understand. Some mistakes found were about grammar error.

## 2) The Revision

Based on the evaluation of the first draft of unit 4 there were some aspects from the developed materials that should be revised. The revision was presented in the table below.

**Table 18: The Evaluation and Revision of Unit 4**

<b>aspect</b>	<b>evaluation</b>	<b>revision</b>
goal	The materials were relevant with the goal.	no revision
activity	The activities were effective.	no revision
layout	The background picture in “fun time” part of post 3 might distract students’ concentration.	Change the background picture into the smooth one.
instruction	The instructions were clear and easy to understand but be careful about the grammar.	Revise some words with missing grammar.

## 5. Try Out, Evaluation, and Revision of the Second Draft

Based on the evaluation and revision of the first draft which had been explained before, a second draft of the developed materials was

produced. The second draft was tried out to the fourth grade students in SD Negeri Tempurejo 3 Blora. The try out was to know whether the materials fitted the students' needs of learning English.

As it has been mentioned in chapter 3, after finishing the try out, the students were given questionnaire to evaluate the second draft of the materials. The reliability of the questionnaire was measured by using Cronbach's Alpha Formula that analyzed through SPSS. The result was 0.800. The results of the materials are presented in the table below.

**Table 19: The Result of the Third Questionnaire for Implementation**

Aspect	N	Mean	Statement number	Statement
Goal	23	4.6087	1	I am motivated to speak English through this material.
	23	4.9565	2	This book helps me understand expressions in English.
	23	4.6522	4	These tasks motivate me to learn English.
	23	4.6522	7	These tasks motivate me to speak English with friends.
	23	4.3913	9	These materials help me understand English daily

				expressions.
	23	4.6087	13	I feel more confident to speak English after doing these tasks.
	23	4.7391	18	I feel more confident to speak English after doing these tasks with my group.
Input	23	4.2174	8	These materials relate to daily activities.
	23	4.3478	11	The topics in each unit are interesting.
	23	4.6522	14	The examples on each task help understand the instruction.
Activity	23	4.2174	3	These tasks are not so difficult.
	23	4.5652	5	The activities in this book vary.
	23	4.6957	6	The activities in this book are interesting.
	23	4.6087	10	The tasks in this book are suitable for me and my abilities.
Layout	23	4.3913	16	I like the pictures in this book.
	23	4.8261	17	The pictures help me understand the materials.
	23	4.6522	19	I like the layout in this

				book.
	23	4.6957	20	The font and font size are clear and readable.
Instruction	23	4.6957	12	The instructions are clear.
	23	4.7826	15	The instructions and steps to do the tasks are easy to understand.

#### **a. Try Out, Evaluation, and Revision of Unit 1**

##### **1) The Try Out**

The second draft of unit 1 “Welcome to the World” was tried out on Thursday, 24<sup>th</sup> September 2014. There were 23 students in the class. In this try out, the researcher was the teacher who taught the students using the second draft of the listening – speaking materials, while the English teacher was the observer.

After greeting the students, the researcher who was the teacher started the lesson by introducing herself. Then she asked students’ names one by one. She greeted the students after they introduced their selves. This activity was part of the “warming up” of the materials. Then, the researcher divided the class into three groups and each group got one “Back to Nature” book and a piece of achievement paper as place for stars that they would get later.

Every group opened the page 3 of the developed materials. The teacher said some expressions of greeting and students responded by saying some responses. Then, the teacher sang “Good Afternoon” and “How Are You?” songs and asked the students to sing after her.

The students opened the page 4 and 5 and they were asked to notice the expressions. The teacher taught how to say those expression and students imitated her. Then, the teacher asked three students from each group to come forward and practice the expressions. After that, the students were asked to play “Zip – Zap” game. The teacher explained the rules of the game and she gave examples how to play it. After all of the students understood, the game began.



**Figure 21: The Students played “Zip – Zap” Game**

Having finished playing, the students came back to the classroom. The teacher gave one star for each group. Next, the students were asked to practice the “Act it Out Part” on page 6. Group 1 practiced the expressions and they did it well. The teacher gave one star to group 1. Then, group 2 tried to practice and they did it well too. The teacher also gave one star to group 2. Next, group 3 practiced in front of the class and they did it very good. The teacher gave one star to group 3. Then, all of them might take a rest before going to section 2. The students changed their clothes with the PE uniform.

Section 2 started with the explanation of the teacher about the expressions of asking for things. The teacher asked two students to practice in front of the class and she helped the students to say the expressions correctly. Then, the teacher sang “Can I Have a Pen?” and the students imitated her. The teacher changed the thing in the song into “glue, tape, and balloons”. The students enjoyed singing the song.

Next, every group had to do the task on page 9. After all group finished doing the task, together with the teacher, they corrected the right words for the pictures. The teacher taught the students the right pronunciation for each word and students imitated her. Then, students were asked to practice the picture in page 10. Each group tried to have a little conversation in front of



the class practicing the expressions of asking for things. All of the groups did it good although there was a little miss pronounce and they got one more star.

The next activities, students were asked to decorate their classroom. The teacher explained that while they decorated the classroom they had to say everything in English. They had to fill the columns on page 11 when they used the expressions of asking for things. The teacher gave an example how to fill the column. Then, the teacher gave different things for each group. They had to ask other things for other groups. After all of the students understood about the rules, they started asking other things for other group and they filled the column. When every group got all of the things, they started decorating their classroom.



**Figure 22: The Students Decorated the Classroom**

After the students finished decorating the classroom, they sat down to take a rest. The teacher asked them how they felt today. They said that they were very happy. Then, the teacher invited the students to sing “If You’re Happy” song. They sang together with the teacher. The teacher told that today’s meeting was going to be over. She asked the students to fill the column on page 15. The students stuck some smiley stickers in the column and wrote their name under the smiley.

At the end of the lesson, the teacher sang “Goodbye” and “Hip – Hip Hurray” songs and the students imitated her. Then, they sang together. After that, they had a pray and went home.

## 2) The Evaluation

As it has been mentioned before, the evaluation of the second draft of unit 1 were obtained by administering observation sheet for the observer. Below is the result of the observation.

**Table 20: The Result of the Observation of Unit 1**

No.	Statements	Observer’s Note
1.	The students did the activities surely.	Some students asked their friends how to do the activities. They were still confused at the first time.
2.	The students seemed confident when they did the	Only 7 students seemed that they were confident doing

	activities.	the task. Most of them were shy because all the activities were new for them.
3.	The students seemed that they found many difficulties in doing the activities.	Most of the students did not know what to do, that's why they always asked the teacher and their friend.
4.	The students seemed bored when they did the activities.	No one felt bored because they enjoyed all of the activities.
5.	The students did the activities based on their duties.	When decorating the class, the students did it good, they knew their duties, but they still missed some pronunciation in using the expressions.
6.	The students tried to use English when they did the activities.	Most of them tried to speak English although they missed some pronunciations.
7.	The students did the activities on time.	It took sometimes before they really understood the activities.
8.	The students as addresser could understand the information from the addressee.	Most of them had to ask again what the addressee meant.
9.	The activities were appropriate with the topic.	Yes. All the activities were fun and interesting.
10.	The students understood the	They understood the

	examples of the dialog on students' book.	examples but they needed more practice in pronouncing the words.
<b>11.</b>	The activities made the students interact and communicate with the expressions that they had learnt.	Yes. The activities offered the students to practice the expressions.
<b>12.</b>	The materials given could train students' listening and speaking skills.	Yes. Their listening and speaking skills were trained.
<b>13</b>	The teacher gave too many advices that confusing the students.	No. The teacher gave enough examples for the students.
<b>14.</b>	The teacher gave feedback clearly.	Yes.
<b>15.</b>	The teacher explained the instructions clearly.	Yes. Sometimes, she used Indonesia after English.

### 3) The Revision

Based on the evaluation from the observer, the second draft of unit 1 "Welcome to the World" did not need any revision. Below is the summary of the evaluation and revision that was taken.

**Table 21: The Revision of the Second Draft of Unit 1**

<b>Aspect</b>	<b>Evaluation</b>	<b>Revision</b>
Goal	The materials were relevant with the goal.	no revision
Input	The language input was appropriate for students' needs and abilities.	no revision
Activity	The activities were effective.	no revision
Layout	The layout was interesting and clear.	no revision
Instruction	The instructions were clear and easy to understand.	Minor changes in "act it out" instruction.

## **b. Try Out, Evaluation, and Revision of Unit 2**

### **1) The Try Out**

The second draft of unit 2 "I Love My World" was tried out on Friday, 25<sup>th</sup> September 2014. There were 23 students in the class. In the second try out, the researcher was the teacher who taught the students using the second draft of the listening – speaking materials, while the English teacher was the observer.

The teacher started the class by singing "Good Afternoon" song and the students sang "Good Afternoon" song too as the response. Then, they sang "How Are You?" song. The teacher

asked the students to stand up and they started singing “Head, Shoulders, Knees, and Toes”. The students sat with their group and then the teacher explained what they were going to do.

For the warming up, the students opened the page 17 of the students’ book and the teacher asked names of the animals on that page. They missed some pronunciation of the animals’ name and the teacher helped them to say the correct one. She showed some flash cards of animals and students said their names. The teacher corrected the miss pronounce words again.

After that, the teacher asked the students whether they had pet in their house. Most of them said they had goat, cow, or chicken. She asked the sound of goat, they answered “mbeek...”. She asked the sound of cow, they answered “moohh”. She asked the sound of rooster, they answered “kukuruyuuk”. Then, the teacher explained that in English the sound of goat is “baa”, the sound of cow is “moo”, and the sound of rooster is “cock a doodle doo”. All of the students laughed when they knew the animals’ sound in English. The teacher showed some pictures of animals and made their sound. The students tried to imitate it. Next, the teacher invited the students to sing “The Animals’ Sound” song. The students love the song. They like imitating the sounds of the animals in English. After knowing the animals’ sounds, then they played “Communisound” game in the school yard. The teacher

explained the rules of the game then, they started playing it. All of them had fun and they did it cheerfully. At the end of the game, each group got one star to be put on the achievement paper.

The students came back to the classroom and they seemed excited about the next materials that they were going to learn. The teacher asked them to open the page 20. She started explaining about animals characteristics. Next, she showed a picture of a bear then, asked the students how many legs, eyes, and ears that the bear has. Then, she asked about the size whether it was small or big. She showed a picture of a duck and asked the students the same things. Next, the students were asked to do the task on page 21 – 22 and they had to work in group.



**Figure 23: The Students Discussed the Task**

After all groups finished doing the task, together they corrected it. Group 3 was the group with no mistake. They get one more star. On the other hand group 1 and 2 had one mistake in doing the task. Then, they played “Who Am I?” game. The teacher explained the rules of the game and they started playing it. The students seemed excited and happy playing this game. Next, the students opened the page 23. The teacher explained how to describe the animals’ characteristics. Later, each group had to explain two animals in that page. Group 3 tried it, followed by group 2 and the group 1. They did it good although there were some mistakes in pronouncing some words. Then, each group got one star.

Next, the students were asked to make a big circle and sat down. The teacher told a story about “A Very Weird Zoo”. The students listened to it carefully. When they did not understand a word, they asked the teacher to say it in Bahasa Indonesia. At the end of the story, the teacher sang a song and asked the students to repeat her. Then, the teacher told the story once again, she gave some stickers of weird animals to each group. While the students listened to the story for the second time, they tried to fill the columns on page 24 – 26 with the animals’ names and the stickers they got. Then, they sang “Three Bears” song and dance like the



bears. They love doing it. After that, they took a rest before going to the next section.

Section two started by “warming up” part on page 27. The students tried saying the names of fruit and vegetables. They missed some pronunciation and the teacher helped them to say the correct one. She showed some flash cards of fruit and vegetables and then, students said their names. The teacher corrected the miss pronounce words again. Next, the students played “What Fruit Is It?” game. The teacher explained the rules of the game. They made a big circle and started turning a table with many flashcards of fruit and vegetables.

Then students were asked to open the page 28 and 29. The teacher started explaining how to describe fruit and vegetables. She showed a picture of an apple, then asked the students how the apple tastes, the color, and the size. She showed a picture of an orange and asked the same things. Once again she showed a picture of a carrot and asked the same questions. After all the students understand about it, they were asked to do the task on page 30. They worked in group. The teacher gave each group same stickers of fruit and vegetables. They listened carefully to some characteristics of fruit and vegetables that the teacher told them. Then, they stuck the right stickers on the columns. All the groups did it good, they got it right and each group get one more stars.

Next, the students opened the page 31 of the students' book. They were asked to describe the characteristics of those fruit and vegetables in front of the class. One child had to explain one picture. Group 2 was the first group to do this task. They did it well although some students still missed pronouncing some words. Then, group 3 and group 1 tried to do it. They all did it good, although the problem was still about the pronunciation.

At the end of the lesson, the students sang "Goodbye" and "Hip – Hip Hurray". The teacher asked the students to bring some stuffs for tomorrow's activities. After that, they had a pray and went home.

## 2) The Evaluation

As it has been mentioned before, the evaluation of the second draft of unit 2 were obtained by administering observation sheet for the observer. Below is the result of the observation.

**Table 22: The Result of the Observation of Unit 2**

No.	Statements	Observer's Note
1.	The students did the activities surely.	Yes. They were so excited doing all the activities.
2.	The students seemed confident when they did the activities.	Only a few of them were still shy could not do the activities.
3.	The students seemed that	Most of them could do the

	they found many difficulties in doing the activities.	activities because they seriously listened to the instructions.
<b>4.</b>	The students seemed bored when they did the activities.	No. They were all excited.
<b>5.</b>	The students did the activities based on their duties.	Yes, they know their duties.
<b>6.</b>	The students tried to use English when they did the activities.	Yes, but when they were confused they asked their friends using Indonesia.
<b>7.</b>	The students did the activities on time.	Yes, but in 'act it out' part they took sometimes to think.
<b>8.</b>	The students as addresser could understand the information from the addressee.	They needed explanation using Indonesia when they did not understand some words.
<b>9.</b>	The activities were appropriate with the topic.	Yes.
<b>10.</b>	The students understood the examples of the dialog on students' book.	Yes, but needed more practice at home.
<b>11.</b>	The activities made the students interact and communicate with the expressions that they had learnt.	Yes.
<b>12.</b>	The materials given could train students' listening and speaking skills.	Yes.

<b>13</b>	The teacher gave too many advices that confusing the students.	Yes.
<b>14.</b>	The teacher gave feedback clearly.	Yes.
<b>15.</b>	The teacher explained the instructions clearly.	Yes.

### 3) The Revision

Based on the evaluation from the observer, the second draft of unit 2 “I Love My World” did not need any revision. Below is the summary of the evaluation and revision that was taken.

**Table 23: The Revision of the Second Draft of Unit 2**

<b>Aspect</b>	<b>Evaluation</b>	<b>Revision</b>
Goal	The materials were relevant with the goal.	no revision
Input	The language input was appropriate for students’ needs and abilities.	no revision
Activity	The activities were effective.	no revision
Layout	The layout was interesting and clear.	no revision
Instruction	The instructions were clear and easy to understand.	Minor changes in “act it out” instruction.

## **b. Try Out, Evaluation, and Revision of Unit 3**

### **1) The Try Out**

The second draft of unit 3 “Let’s Keep Our World” was tried out on Saturday, 26<sup>th</sup> September 2014. There were 23 students in the class. In this try out, the researcher was the teacher who taught the students using the second draft of the listening – speaking materials, while the English teacher was the observer.

All of the students looked so excited to do the activities today. They brought some tools that teacher asked yesterday. Some students asked what they were going to do. The teacher asked the students to sit with their group and calm down. The lesson was started “Good Afternoon” and “How Are You?” songs. The students could sing it well. Then, they sang “Head, Shoulders, Knees, and Toes”.

The teacher asked her students to keep the tools because they would use it in section 2. The first section was started by playing “Fruit in the Middle”. The teacher explained the rules of the game. This game reminded them about the expressions how to ask for things. It was fun game and all of the students still remembered the expressions of asking for things. Their pronunciation was better. Next, students opened the page 38 and 39 of students’ book. The teacher explained the expressions of how to

ask someone to do something and how to tell someone that we are able to or not able to do something. Some students looked confused. Then, the teacher asked some students to have a practice in front of the class. She helped the students with their miss pronunciation. After all of the students understood about the expressions, then the teacher asked them to open their book on page 39. She explained about some new words. Next, she asked the students to do the task on page 40. The students started discussing it with their group. After they had finished, they discussed it together with the teacher.

Then, the students played “Robot Action” game. Before playing it, the teacher explained the rules and gave some useful words as it stated on page 41 of students’ book. Some students who became the robots still confused about the instructions, they did not know what to do. It made their friends informed them. This game replayed once again to make all of the students truly understood about the instructions.

Next, the students were asked to act the pictures on page 42 and 43 out. Each group had to practice the expressions suitable for the pictures. At first, the teacher explained and gave some examples by asking some student to practice the expressions with her. Group 2 had the first chance to practice it. They did it good although they missed pronunciation of some words. Then, group 3

tried to practice it. They did it very good. They had very little miss pronounce the words. The last was group 1. They did it very good too. They had improved their pronunciation. Each group got one more star for their performances. After that, they took a rest before going to the next section.

In section 2, the students started preparing the tools for making *rujak*. The teacher explained the rules when they made it. Each group got different ingredients for the *rujak*. They had to ask other groups to get other ingredients. While asking the things, the students had to fill the columns on page 44 and 45. The teacher gave an example how to fill the column. Next, every student had to ask their friends to do some thing as their job and they needed to fill the third column on page 45. After all the students understood about the rules, they started making the *rujak*. They asked other ingredients from other groups and each student had each job to do. They were very happy. Every student did their job seriously and filled the column correctly.



**Figure 24: The Students Started Making *Rujak***

After all of the groups finished making *rujak*, they prepared the place to eat it together. Then, they prayed together and ate the *rujak*. They enjoyed eating *rujak* made by their selves.



**Figure 25: The Students Ate *Rujak* Together**



Finished eating the *rujak*, the students were asked to clean the classroom. The leader of the group divided some job to the members. Some students swept the floor, some cleaned the tables, and some threw the garbage in the dustbin. The classroom became clean again.

At the end of the lesson, the students sang “Goodbye” and “Hip – Hip Hurray”. After that, they had a pray and went home.

## 2) The Evaluation

As it has been mentioned before, the evaluation of the second draft of unit 3 were obtained by administering observation sheet for the observer. Below is the result of the observation.

**Table 24: The Result of the Observation of Unit 3**

No.	Statements	Observer’s Note
1.	The students did the activities surely.	Yes. They wondered what they were going to do.
2.	The students seemed confident when they did the activities.	In the third day, they all seemed confident doing the activities.
3.	The students seemed that they found many difficulties in doing the activities.	All of them could do the activities because they seriously listened to the instructions.
4.	The students seemed bored when they did the activities.	No. They were all excited.

<b>5.</b>	The students did the activities based on their duties.	Yes, they know their duties.
<b>6.</b>	The students tried to use English when they did the activities.	Yes, but when they were confused they asked their friends using Indonesia.
<b>7.</b>	The students did the activities on time.	Yes, but when they made <i>rujak</i> , it needed more time to them because they also had to fill the columns.
<b>8.</b>	The students as addresser could understand the information from the addressee.	They needed explanation using Indonesia when they did not understand some words.
<b>9.</b>	The activities were appropriate with the topic.	Yes.
<b>10.</b>	The students understood the examples of the dialog on students' book.	Yes, but needed more practice how to pronounce the words.
<b>11.</b>	The activities made the students interact and communicate with the expressions that they had learnt.	Yes.
<b>12.</b>	The materials given could train students' listening and speaking skills.	Yes.
<b>13.</b>	The teacher gave too many advices that confusing the students.	Yes.

<b>14.</b>	The teacher gave feedback clearly.	Yes.
<b>15.</b>	The teacher explained the instructions clearly.	Yes.

### 3) The Revision

Based on the evaluation from the observer, the second draft of unit 3 “Let’s Keep Our World” did not need any revision. Below is the summary of the evaluation and revision that was taken.

**Table 25: The Revision of the Second Draft of Unit 3**

<b>Aspect</b>	<b>Evaluation</b>	<b>Revision</b>
Goal	The materials were relevant with the goal.	no revision
Input	The language input was appropriate for students’ needs and abilities.	no revision
Activity	The activities were effective.	no revision
Layout	The layout was interesting and clear.	no revision
Instruction	The instructions were clear and easy to understand.	minor changes in “act it out” instruction.

## **b. Try Out, Evaluation, and Revision of Unit 4**

### **1) The Try Out**

The second draft of unit 4 “Exploring the World” was tried out on Monday, 29<sup>th</sup> September 2014. There were 23 students in the class. In the last day of the try out, the researcher was the teacher who taught the students using the second draft of the listening – speaking materials, while the English teacher was the observer.

The teacher started the class by singing “Good Afternoon” song and the students sang “Good Afternoon” song too as the response. Then, they sang “How Are You?” song. The teacher asked the students to stand up and they started singing “Head, Shoulders, Knees, and Toes”. The students sat with their group and then the teacher explained that in the last try out, the students were going to have treasure hunt activities. The student looked very happy and excited.

Before doing the treasure hunt, together they sang “If You’re Happy” song. After that, the teacher gave a map to each group and explained what the students had to do. All of the group made line and looked for the first post. The first post was under a mango tree in front of their classroom. They went there with their group then made a big circle and sat down. They opened the page 51 of their book. The teacher explained the rules of “Identity

Swap” game and gave an example how to play it. Then, they started playing it. It was fun game, because the students chose funny names as their new identities. All of them could know the new identities of their friends correctly and each group got one more star for it. Next, the teacher taught the new song entitled “Hello, How Are You?”. The students easily sang it because they knew the exact and correct pronunciation of each word. Then, they sang together.

Next, they went to post 2. The second post was in the school yard. In post 2, students played “Fast, Freaky Animals” game. The teacher explained the rules of the game and gave examples how to play it. Every group prepared to play this game. They played it cheerfully. Some students made the right pictures and some drew pictures with some mistakes. They loved doing this. At the end of the game, group 3 became the group with less mistakes than other group. Group 3 had two stars while other groups got each one star.

Then, the students went to the third post. In post 3, students are asked to sing together. They sang “Red, Yellow, Blue, and Green” song. The teacher change the paper with different color, and the students could sing it. Next, the students played “Salad Fool” game. The teacher explained and gave an example how to play this game. Every group worked seriously and they could fill

the worksheet on page 55 correctly. Each group got two more stars for their hard work.

The last post was in their classroom. They went there and wondered what treasure hid in their classroom. In post 4, they were asked to have a performance in front of the class. They had to work in group. Every group discussed what they were going to perform then the performance started from group 3, then 1 and 2.



**Figure 26: The Students Performed in Front of Their Friends**

After all the groups had each performance, then the teacher explained what treasure they got in this program. They got friendship and togetherness. The teacher said that today was the last day of the program. She thanked to the students and asked the students to fill questionnaires before they closed the program. After

that, the teacher announced the group winner in the program. All of the groups got each gift. They were very happy and hoped that the teacher would teach them again.

At the end of the lesson, the students sang “Goodbye” and “Hip – Hip Hurray” songs. After that, they had a pray and went home.

## 2) The Evaluation

As it has been mentioned before, the evaluation of the second draft of unit 4 were obtained by administering observation sheet for the observer. Below is the result of the observation.

**Table 26: The Result of the Observation of Unit 4**

No.	Statements	Observer’s Note
1.	The students did the activities surely.	Yes. They enjoyed doing the treasure hunt.
2.	The students seemed confident when they did the activities.	Yes. All of them did it confidently.
3.	The students seemed that they found many difficulties in doing the activities.	No, they seriously listened to the instructions.
4.	The students seemed bored when they did the activities.	No. They were all excited.
5.	The students did the activities based on their	Yes, they know their duties.

	duties.	
<b>6.</b>	The students tried to use English when they did the activities.	Yes, but when they were confused they asked their friends using Indonesia.
<b>7.</b>	The students did the activities on time.	Yes, because they wanted become the best group.
<b>8.</b>	The students as addresser could understand the information from the addressee.	They needed explanation using Indonesia when they did not understand some words.
<b>9.</b>	The activities were appropriate with the topic.	Yes.
<b>10.</b>	The students understood the examples of the dialog on students' book.	-----
<b>11.</b>	The activities made the students interact and communicate with the expressions that they had learnt.	Yes.
<b>12.</b>	The materials given could train students' listening and speaking skills.	Yes.
<b>13.</b>	The teacher gave too many advices that confusing the students.	Yes.
<b>14.</b>	The teacher gave feedback clearly.	Yes.
<b>15.</b>	The teacher explained the instructions clearly.	Yes.



### 3) The Revision

Based on the evaluation from the observer, the second draft of unit 4 “Exploring the World” did not need any revision. Below is the summary of the evaluation and revision that was taken.

**Table 27: The Revision of the Second Draft of Unit 4**

Aspect	Evaluation	Revision
Goal	The materials were relevant with the goal.	no revision
Input	The language input was appropriate for students’ needs and abilities.	no revision
Activity	The activities were effective.	no revision
Layout	The layout was interesting and clear.	no revision
Instruction	The instructions were clear and easy to understand.	no revision

## 6. Final Product

The final product of the developed materials was obtained from the revision of the second draft of the developed materials. The revision was done based on the evaluation data from students and observer. However, there was only small revision for the developed listening-speaking materials. Based on the evaluation data, the second draft of the developed

materials needed small revision. The final product of the developed materials can be seen in the Appendix.

## **B. Discussion**

The discussion of the research findings answered the question in the formulation of the problem which concerned with the characteristics of the suitable listening – speaking materials for the 4<sup>th</sup> grade students of Chit – Chat Program in SD Negeri Tempurejo 3 Blora.

The discussion is related to the result of the questionnaire administered for the students and observation sheet for the observer. There were five aspects to be considered in the questionnaire and observation sheet including goal, input, activity, layout, and instruction. Based on the result of the data, the developed materials were appropriate with students' needs, abilities, and characteristics.

From the result, the characteristics of suitable listening – speaking materials for the 4<sup>th</sup> grade students of Chit – Chat program in SD Negeri Tempurejo 3 Blora can be concluded. These are the following characteristics.

### **a. Goal**

The students at the fourth grade of Elementary schools are expected to be able to communicate in a very simple way. The goal of the listening – speaking activities is to give chances to the students in practicing their listening and speaking abilities. These activities prepared the students to be able to communicate with others in a very simple way.

### **b. Input**

The language input in the developed listening – speaking materials was presented in “more to know”, “let’s sing”, “list of expressions” parts. The topics of each unit were chosen based on students’ interest and needs. The topics chosen were relevant with the daily life. It made the materials were easily understood by the students. Moreover, the linguistic aspect, the number of new vocabulary, difficulty of the task, expressions, and also structure of the language should be in the level of 4<sup>th</sup> grade students.

### **c. Activity**

The listening – speaking materials developed into some activities that supported the students to be able to communicate with other in a very simple way. To get there, there were three steps that were conducted. They were presentation, practice, and production. Most of the activities used in the materials were group work and whole class activities. The arrangement of the activities based on the contribution and the level of difficulty was aimed at preparing the students to be able to get information on their own. Since the students had short attention span, the interesting and varied activities should be promoted to avoid boredom.

### **d. Layout**

The developed listening – speaking materials was a book for the 4<sup>th</sup> grade students of Chit – Chat program in SD Negeri Tempurejo 3 Blora. It presented materials of listening and speaking with suitable pictures to help

students understand the materials. The colorful pictures and layout would attract students' attention.

**e. Instruction**

The "Back to Nature" book as the students' book of listening – speaking materials should have clear instruction. The structure of the sentences should be clear and easy to be understood by the students. There was an example for each exercise to help students do the work. The teacher' guide was made to help teacher use the listening – speaking materials. It consisted of clear steps of using the materials on how to present the materials. The teacher' guide was written in Indonesia so it was appropriate to be used by nonnative English speakers.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

This research was aimed at developing listening – speaking materials for the 4<sup>th</sup> grade students of Chit – Chat program in SD Negeri Tempurejo 3 Blora. In the discussion of chapter four, there are two main parts which are concerned with the design of the developed listening – speaking materials and the characteristics of the suitable listening – speaking materials for the 4<sup>th</sup> grade students of Chit – Chat program in SD Negeri Tempurejo 3 Blora.

The developed listening – speaking materials consists of four units in which each unit presents different topics. The topics of the listening – speaking materials are chosen based on the students’ interest and needs. The materials are developed into some activities which promote group and whole class activities. The materials are developed based on the theory of Total Physical Response (TPR) and the Presentation, Practice, and Production (PPP) approach. The teacher’ guide book is also provided to help the teacher use the developed listening – speaking materials.

The results of evaluation show that the listening – speaking materials are suitable to teach listening and speaking for the 4<sup>th</sup> grade students of Chit – Chat program in SD Negeri Tempurejo 3 Blora. The characteristics of suitable

materials include five aspects. Those are goal, input, activity, layout, and instruction.

In the aspect of goal, the materials should be relevant with the goal of the lesson. The students at the fourth grade of Elementary schools are expected to be able to communicate in a very simple way. The goal of the listening – speaking activities is to give chances to the students in practicing their listening and speaking abilities. These activities prepared the students to be able to communicate with others in a very simple way.

The language input in listening – speaking materials should be presented in a very simple way. In this the developed listening – speaking materials was presented in “more to know”, “let’s sing”, “list of expressions” parts. The topics of each unit were chosen based on students’ interest and needs. The topics chosen were relevant with the daily life. It made the materials were easily understood by the students. Moreover, the linguistic aspect, the number of new vocabulary, difficulty of the task, expressions, and also structure of the language should be in the level of 4<sup>th</sup> grade students.

Apart from that the listening – speaking materials developed into some activities that supported the students to be able to communicate with other in a very simple way. To get there, there were three steps that were conducted. They were presentation, practice, and production. Most of the activities used in the materials were group work and whole class activities. The arrangement of the activities based on the contribution and the level of difficulty was aimed at

preparing the students to be able to get information on their own. Since the students had short attention span, the interesting and varied activities should be promoted to avoid boredom.

The next characteristic is layout. The developed listening – speaking materials was a book for the 4<sup>th</sup> grade students of Chit – Chat program in SD Negeri Tempurejo 3 Blora. It presented materials of listening and speaking with suitable pictures to help students understand the materials. The colorful pictures and layout would attract students' attention.

The last characteristic is instruction. The “Back to Nature” book as the students' book of listening – speaking materials should have clear instruction. The structure of the sentences should be clear and easy to be understood by the students. There was an example for each exercise to help students do the work. The teacher' guide was made to help teacher use the listening – speaking materials. It consisted of clear steps of using the materials on how to present the materials. The teacher' guide was written in Indonesia so it was appropriate to be used by nonnative English speakers.

## **B. Suggestions**

### **1. For the English Teachers**

The result of this study can give information of material development in teaching English. The teacher should choose or design learning materials that meet with the students' needs and characteristics. When the materials are presented, the teacher should also focus on achieving the goal of the lesson by giving adequate input for the students.

## **2. For the Elementary Schools**

The findings of the study show that suitable learning materials play important roles in teaching English to children. Providing suitable materials and media for children creates good attitude toward English. The materials and media which are relevant with students' needs and characteristics can promote effective English lesson. The school may provide more English program to be ready in facing the 2013 curriculum in which there will be no English lesson in local content.

## **3. For the Material Writers and Text Book Writers**

The results of this study show that in developing English learning materials for children, the materials should be in line with students' needs and characteristics. The materials also can be developed into some interesting activities and it should be supported with interesting media. In order to develop suitable listening – speaking materials, all aspects should be taken into account by the writers.

## **4. For the English Department**

This study gives new and important information in developing learning materials especially in teaching listening and speaking for children. The English Department should encourage the students to create new ideas in developing listening – speaking materials especially for children.

## **5. For Other Researchers**

In developing listening – speaking materials for children, it is important to conduct needs analysis on the students' needs and characteristics, design



materials that relevant with the students' needs and characteristics, use appropriate instruments, and also conduct evaluation for the developed materials. The try-out of the developed listening – speaking materials is also needed to find whether the developed listening – speaking materials are suitable for the students. The result can be used to revise the developed listening – speaking materials.

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# **APPENDICES**

## **APPENDIX A**

### **DATA OF THE STUDENTS**

### Data of the Students

No.	Name	Sex
1.	Riska Ayu Damayani	Female
2.	Siti Muniah	Female
3.	Siti Erika Dwi .Q	Female
4.	Amanda Febriyanti	Female
5.	Ali Mahfud	Male
6.	Alya Puji Ramadhani	Female
7.	Aura Putri E.S	Female
8.	Dwi Riski Nur R	Male
9.	Elsa Kurniawati	Female
10.	Fatih Rohardiansyah	Male
11.	Galuh Rahmawati	Female
12.	Kesha Aryandini	Female
13.	Leny Kusumawardhani	Female
14.	Nafi'ati Siti D. N	Female
15.	Prati Dina F	Female
16.	Radka Dwi G	Male
17.	Rita Suryani	Female
18.	Siti Yunia W	Female
19.	Sri Muryanti	Female
20.	Sultoni Auliya F	Male
21.	Tiyas Yulia H	Female
22.	Viona Esy W	Female
23.	Vira Dwi Sri W	Female

## **APPENDIX B**

### **THE NEEDS ANALYSIS QUESTIONNAIRE**

### The questionnaire for the need analysis

(Administered to students)

Adik-adik, kakak mohon bantuan adik-adik untuk mengisi angket ini. Angket ini digunakan untuk mengetahui kebutuhan siswa kelas 4 SD Negeri Tempurejo 3 dalam peningkatan kemampuan berbahasa Inggris. Berdasarkan hasil angket ini, kakak akan membuat program bahasa Inggris dengan nama “Chit – Chat” yang akan mempermudah kalian memahami bahasa Inggris terutama dalam hal mendengarkan dan berbicara.

Adik-adik diminta untuk mengisi pertanyaan-pertanyaan di bawah ini sesuai dengan keadaan adik-adik. Angket ini tidak akan mempengaruhi nilai adik-adik di kelas. Sebelum mengisi, bacalah petunjuk pengisian terlebih dahulu. Jika ada yang belum kalian mengerti, silakan tanyakan kepada kakak.

Terima kasih. ☺

#### A. Isilah titik-titik di bawah ini sesuai dengan identitasmu.

Nama : .....

Jenis Kelamin : Perempuan / Laki-laki

Kelas : .....

Sekolah : .....

Alamat Rumah : .....

Belajar bahasa Inggris sejak : TK/SD kelas 1/SD kelas 2/SD kelas 3

Mengikuti les bahasa Inggris : Pernah / tidak pernah (lingkari yang sesuai)



B. Berilah tanda centang (✓) pada kolom yang sesuai dengan keadaan adik-adik. Perhatikan petunjuk dan contoh pengisian terlebih dahulu.

Petunjuk pengisian:

**SS** : Sangat Sesuai dengan pernyataan yang ada

**S** : Sesuai dengan pernyataan yang ada

**R** : Ragu-ragu dengan pernyataan yang ada

**TS** : Tidak Sesuai dengan pernyataan yang ada

**STS** : Sangat Tidak Sesuai dengan pernyataan yang ada

Contoh pengisian:

No.	Pernyataan	SS	S	R	TS	STS
1.	Saya senang mengikuti pelajaran bahasa Inggris.	✓				

Setelah kalian mengerti, mulailah isi angket ini. Dibaca dengan teliti, ya. Selamat mengisi. ☺

No.	Pernyataan	SS	S	R	TS	STS
1.	Saya senang mengikuti pelajaran bahasa Inggris.					
2.	Saya belajar bahasa Inggris di rumah meskipun tidak ada PR.					
3.	Saya mengikuti les bahasa Inggris di luar sekolah.					
4.	Saya senang saat pelajaran bahasa Inggris ibu guru mengadakan permainan.					
5.	Saya senang saat pelajaran					

	bahasa Inggris ibu guru mengajarkan lagu-lagu baru.					
6.	Saya senang saat pelajaran bahasa Inggris ibu guru menceritakan sebuah cerita dalam bahasa Inggris.					
7.	Saya senang mengerjakan latihan bahasa Inggris jika ada gambarnya.					
8.	Saya senang jika ibu guru memberikan contoh dengan praktek/ secara langsung.					
9.	Saya senang mempraktekkan bahasa Inggris dengan teman.					
10.	Saya senang ditanya/ditunjuk oleh ibu guru saat pelajaran bahasa Inggris.					
11.	Tampilan gambar yang menarik dapat membantuku memahami pelajaran bahasa Inggris.					
12.	Saya senang jika dapat menggunakan bahasa Inggris dengan lancar.					
13.	Saya senang mengerjakan latihan bahasa Inggris sendiri.					
14.	Saya senang mengerjakan					

	latihan bahasa Inggris berpasangan.					
15.	Saya senang mengerjakan latihan bahasa Inggris secara berkelompok.					
16.	Pada saat saya praktik berbicara dalam bahasa Inggris, cara yang paling saya sukai adalah berpasangan.					
17.	Pada saat saya praktik berbicara dalam bahasa Inggris, cara yang paling saya sukai adalah dengan berkelompok.					
18.	Saya ingin bisa lebih menguasai bahasa Inggris.					
19.	Saya ingin mengikuti kegiatan yang mampu meningkatkan kemampuan bahasa Inggris saya.					
20.	Saya ingin mengikuti kegiatan bahasa Inggris yang menyenangkan dan membuat bahasa Inggris semakin mudah.					

Thank you, ☺

## **APPENDIX C**

### **THE NEEDS ANALYSIS DATA**

```

GET
  FILE='D:\Semester tua sekali\SKRIPSI SEMANGAT\hasil questionnaire.sav'.
DATASET NAME DataSet0 WINDOW=FRONT.
RELIABILITY
  /VARIABLES=Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q
18 Q19 Q20
  /SCALE('ALL VARIABLES') ALL
  /MODEL=ALPHA
  /STATISTICS=DESCRIPTIVE

  /SUMMARY=MEANS.

```

## Reliability

```

[DataSet1] D:\Semester tua sekali\SKRIPSI SEMANGAT\hasil questionnaire.sa
v

```

### Scale: ALL VARIABLES

Case Processing Summary			
		N	%
Cases	Valid	23	100.0
	Excluded <sup>a</sup>	0	.0
	Total	23	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics		
	Cronbach's Alpha Based on Standardized Items	N of Items
Cronbach's Alpha	.864	.900
		20

Item Statistics			
	Mean	Std. Deviation	N
Q1	4.8696	.34435	23
Q2	4.3913	.98807	23

Q3	2.8261	1.30217	23
Q4	4.3478	1.36877	23
Q5	4.6957	.87567	23
Q6	4.7391	.44898	23
Q7	4.1739	1.23038	23
Q8	4.6522	.64728	23
Q9	4.1739	1.07247	23
Q10	4.6522	.57277	23
Q11	4.7391	.68870	23
Q12	4.8696	.45770	23
Q13	4.5652	.66237	23
Q14	4.6957	.55880	23
Q15	4.2174	1.16605	23
Q16	4.0000	1.16775	23
Q17	4.0870	1.12464	23
Q18	4.6957	.87567	23
Q19	4.6522	.64728	23
Q20	4.6957	.87567	23

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4.437	2.826	4.870	2.043	1.723	.215	20

## **APPENDIX D**

### **COURSE GRID**





## DEVELOPING LISTENING – SPEAKING MATERIALS BASED ON TOTAL PHYSICAL RESPONSE THEORY FOR

### THE 4<sup>TH</sup> GRADE STUDENTS OF CHIT – CHAT ENGLISH PROGRAM IN SD NEGERI TEMPUREJO 3

#### Course Grid

#### Theme of the Program: Back to Nature

No	Date and time	Theme	Competence	Indicator	Materials				TPR Activities			Media and learning sources	Character value
					Language function	Grammar	Vocabulary	Expressions	Pre-teaching	Whilst teaching	Post teaching		
1.		<b>Welcome to the World</b>	1. Responding by doing actions appropriately including: introducing one self and greeting  2. Responding by doing actions appropriately including: asking and giving things  3. Speaking along with actions appropriately, including: introducing one self, greeting. 4. Speaking along with actions	1. 1. Identifying expressions of greeting. 1. 2. Identifying expressions of introducing one self and others. 2.1. Identifying expressions of asking things  3. 1. Producing expressions of greeting appropriately. 3. 2. Producing expressions of introducing one self appropriately. 4.1. Producing expressions of asking for things appropriately.	1. Greeting 2. Introducing one self and others. 3. Asking for things.	-My name + is ....  Her/his name + is ....  - Can + I + have + O?	<i>Hello, hi, name, I, you, your, Good morning, Good afternoon, Good evening, Good night, My name's..., Hello, Jane. Hi, Kay. Her name is ... His name is ...</i>  <i>(vocabulary for decorating the class): glue, crepe paper, tape, scissor.</i>	<i>Expressions of greeting: Good morning Good afternoon Good evening Good night My name's... Hello, Jane. Hi, Kay. Her name is ... His name is ...</i>  <i>Expressions of asking for things: Can I borrow your ..., please Can you lend me ..., please Can I have .... Here, you are.</i>	- <i>Welcoming the students.</i> - <i>Warming up (sing and act → head, shoulders, knees, and toes song)</i>	Section 1 - Class introduction (every student greets the teacher and says their name) - Singing “good afternoon” and “how are you?” songs. - The teacher explains how to introduce one self to others and asks students to practice in front of the class. - Playing zip-zap game. Section 2 - The teacher explains how to ask things from others. - Students can identify some	- Telling students what they are going to do tomorrow, and what they have to bring. - Singing hip – hip hurray song. - Singing goodbye song.	Learning Sources: 1. <i>Good afternoon</i> song 2. <i>How are you</i> song 3. <i>Head, shoulders, knees and toes</i> song. 4. <i>Zip-Zap</i> game 5. <i>Hip – hip hurray</i> song. 6. <i>Goodbye</i> song  Media: Papers, scissors, pictures, glue, double tape, crepe papers,	Teamwork, courage, independence, spirit.

			appropriately, including: asking for things							<p>pictures with the correct names.</p> <ul style="list-style-type: none"> <li>- Students practice the expressions of how to ask things with their friends based on some pictures.</li> <li>- Dividing the class into 4 groups (naming the groups and making yell)</li> <li>- Decorating the class → <b>(listen and act)</b></li> </ul>		balloons.	
<b>Using Total Physical Response (TPR) in the activities</b>										√	√	√	
2.		<b>I love My World</b>	<p>5. Comprehending a very simple descriptive text about animals, fruit, and vegetables.</p> <p>6. Expressing a very simple descriptive text about animals, fruit, and vegetables.</p>	<p>5. 1. Identifying names of animals based on the pictures.</p> <p>5. 2. Identifying names of animals based on their sounds.</p> <p>5. 3. Identifying names of the animals based on the characteristics.</p> <p>5. 4. Identifying names of fruit and vegetables based on the pictures.</p> <p>5. 5. Identifying names of fruit and vegetables based on their taste.</p> <p>5. 6. Identifying names of fruit and vegetables based on their</p>		<p><i>S + have/has + Adjective + Noun</i></p> <p><i>S+ to be (is, am, are) + adjective</i></p>	<p><i>(animals)</i> <i>Dog, cow, owl, bird, goat, sheep, buffalo, chicken, hen, rooster, duck, snake, cat, mouse, elephant, lion, donkey, horse, rabbit, pig, frog, bee, bear.</i></p> <p><i>(animals' sounds)</i> <i>Woof, moo, tweet, baa, cluck, quack, hiss, neigh, meow, squeak, oink, buzz, to whist</i></p>		<ul style="list-style-type: none"> <li>- <i>Welcoming the students (singing good afternoon and how are you song)</i></li> <li>- <i>Warming up (sing and act → head, shoulders, knees, and toes song)</i></li> </ul>	<p>Section 1</p> <ul style="list-style-type: none"> <li>- Shown some animals' pictures students can say its name. Teacher helps students to say the correct pronunciation of each animal.</li> <li>- Teacher asks how the animals' sounds in Indonesian/Javanese, then compare with how the animals' sounds in English</li> <li>- Singing "The animals' sounds"</li> <li>- Playing "communisound" game</li> <li>- Teacher show a</li> </ul>	<ul style="list-style-type: none"> <li>- Singing hip – hip hurray song.</li> <li>- Singing goodbye song.</li> </ul>	<p>Learning sources:</p> <ol style="list-style-type: none"> <li>1. <i>Good afternoon</i> song.</li> <li>2. <i>The animals' sounds</i> song</li> <li>3. <i>Communisound</i> game.</li> <li>4. <i>Who am I?</i> game.</li> <li>5. what fruit is it? game</li> <li>6. Hip – hip hurray song.</li> <li>7. <i>Goodbye</i> song.</li> <li>8. Story of Weird Zoo.</li> <li>9. Three bears song.</li> </ol>	<p>Teamwork, curiosity, devotion to their own culture, courage, spirit, independence, fair play.</p>

				characteristics  6.1. Pronouncing names of the animals correctly. 6.2. Imitating animal sounds. 6. 3. Mentioning animals’ characteristics 6.4. Pronouncing names of fruit and vegetables correctly. 6.5. Mentioning fruit’ and vegetables’ characteristics.			<i>to who, hee haw, pawoo, grr, roar.</i>  <i>(animals’ characteristic s)</i> <i>Brown, white, black, grey, big, small.</i>  <i>fruit and vegetables:</i> <i>Apple, melon, watermelon, grape, orange, cabbage, carrot, broccoli, rice, bean, corn, long bean, papaya, jicama (yam), ambarella (kedondong), mango, water cherry, cucumber.</i>  <i>Verbs:</i> <i>Eat, has, fly, walk, jump.</i>			picture of animal then explain it in a very simple description.  - Playing “Who am I? game. - Students try to describe some animals in a very simple way.  Section 2 - Shown some fruit and vegetables pictures students can say its name. Teacher helps students to say the correct pronunciation of each fruit and vegetables. - Playing “What fruit is it?” game. - Teacher shows a picture of a fruit then explains it in a very simple description. - Students try to describe some fruit and vegetables in a very simple way.		Media: Pictures of animals, pictures of fruit and vegetables, pop up story book/puppets/ pictures and weird animals stickers.	
Using Total Physical Response (TPR) in the activities									√	√	√		
3.		Let’s keep our world	7. Responding by doing actions appropriately based on the	7. 1. Identifying expressions of how to ask someone to do something. 8. 1. Identifying expressions of	1. Ask someone to do something. 2. Tell someone that we are	VI + O	Salt, brown sugar, chilli.  Knife, pestle and mortar, mat.	Expressions of asking someone to do something:  Peel the mango. Grind the chilly.	- Welcoming the students (singing good afternoon	Section 1 - Playing “Fruit in the middle” - Teacher explains how to give instruction in	- Cleaning the place. - Singing Hip – hip hurray song. - Singing	Learning sources: 1. Good afternoon song 3. Fruit in the middle game	Teamwork, responsibility, respecting others, devotion to their own culture,

			<p>instruction.</p> <p>8. Responding by doing actions appropriately including: telling someone that we are able to or not be able to do something.</p> <p>9. Speaking along with actions appropriately, including: giving instructions.</p> <p>10. Speaking along with actions appropriately, including: telling someone that we are able to or not be able to do something.</p>	<p>how to tell someone that we are able to or not be able to do something.</p> <p>9. 1. Producing expression of how to ask someone to do something.</p> <p>10. 1. Producing expressions of how to tell someone that we are able to or not be able to do something.</p>	<p>able to or not able to do something.</p>		<p><i>Verbs:</i> <i>Grind, peel, cut</i> <i>slice,,organiz e, wash, clean, sweep, eat, drink, help, ask, pass, take, put, give.</i></p>	<p><i>salt and brown sugar.</i> Cut the cucumber.</p> <p>Expressions of telling someone that we are able to or not be able to do something: Yes, sure. Okay. Here it is. I'm sorry. It's too far from me. I'm sorry. I can't. I'm sorry. I have another job to do.</p>	<p><i>and how are you song)</i></p> <p>- <i>Warming up (sing and act → head, shoulders, knees, and toes song)</i></p>	<p>English and the response whether they are able to or not be able to do it. Then, asks students to have a little practice how to say it.</p> <p>- Given a recipe, teacher explains some things on the recipe.</p> <p>- Given some pictures, students know names of those things.</p> <p>- Playing “robot action” game.</p> <p>- Students practice how to give instruction and give responses whether they are able to do it or not with their friends.</p> <p>Section 2</p> <p>- Students practice how to ask things and how to give instruction in a real condition by making “rujak”</p>	<p>goodbye song</p>	<p>4. robot action game</p> <p>5. Hip-hip hurray song</p> <p>6. Goodbye song</p> <p>Media: Pictures, Javanese pestles and mortars, kinds of fruit, mat, banana leaves, brooms.</p>	<p>devotion to the Earth, spirit, independence.</p>	
Using Total Physical Response (TPR) in the activities										√	√	√		
4.		Exploring the world	Reviewing all the materials.					- Welcoming the students (singing good	- Students are asked to have treasure hunt. There will be some posts that they have to visit	- Singing song together - Singing hip – hip hurray song.	Learning sources: 1. Good afternoon song	Courage, teamwork, spirit, devotion to the Earth,		

				<i>afternoon and how are you song)</i> - <i>Warming up (sing and act → head, shoulders, knees, and toes song)</i>	before finally find the treasure. In every post, they do some tasks to review some previous materials.  Post 1 - Playing “identity swap” game. - Singing “Hello, how are you?” song  Post 2 - Playing “fast, freaky animals” game.  Post 3 - Singing “red, yellow, blue, and green” song. - Playing “salad fool” game.  Post 4 - Students are asked to show some performance in front of the class.	- Singing goodbye.	3. “identity swap” game. 4. Hip – hip Hurray song 5. Goodbye song 6. Hello, how are you? Song 7. fast freaky animals game 8. red, yellow, blue and green song. 9. salad fool game.  Media: A simple map treasure, origami papers, hvs papers, pencil/colour pencil/spidol.	independence.
Using Total Physical Response (TPR) in the activities				√	√	√		

## **APPENDIX E**

### **THE FIRST DRAFT OF THE MATERIALS**

#Day 1

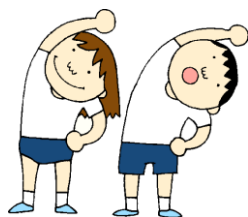
# Welcome to the World



Today, you will learn about:

- ✓ How to greet others
- ✓ How to introduce yourself and others
- ✓ How to ask something

## SECTION #1



## Warming up



Do you ever greet your friends in English?

How do you greet them?

Ask your teacher how to say it.

Have you ever met someone new?

How do you introduce yourself in English?

Ask your teacher how to say it.





## Let's sing

Now, you have known how to greet someone. Let's sing "Good Afternoon" and "How are you?" songs. Are you ready?



## More to know

Learn the expressions. Notice the underlined word.

Hi Dani. How do you do.

Dani, meet my new friend.

His name is Dika.

Hello, Dika. I'm Dani.  
How do you do?



Hi, Icha. I am Rama. Nice to meet you.

Rama, this is my friend. Her name is Icha.

Hello, Rama. Nice to meet you too.



*Fun time*

### Zip - Zap

Have ever heard about it? It is a very fun game. Listen to your teacher's instructions carefully. Let's play!

## SECTION #2



## More to know

Learn the expressions. Notice the underlined word.

Yeah.  
Here it is.

Rama, can you give me  
the glue, please?

Thank you.



Yes. This is  
it.

Rama, can you  
pass me the  
scissors, please?

Thanks.



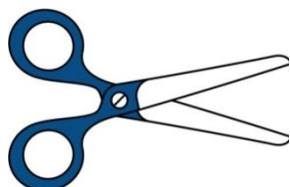


*Let's try*

Do you know these things? What are they? Make a line to connect between the picture and the correct name. Look at the example.



glue



crepe paper



tape



scissors



balloon





## *Act it out*

Practice the pictures below with your friends. What will you say to ask these things from your friend?





## Creative hands

Do you feel that your class is so boring? Let's decorate it!

Before we start, listen to your teacher.

Fill in the tables below while decorating your class.

No	Members of your group	What do you ask? (things)	You ask it from ... (group 1/2/3)
1.			
2.			
3.			
4.			
5.			

No	Names of the other group member	What do they ask? (things)
1.		
2.		
3.		
4.		
5.		










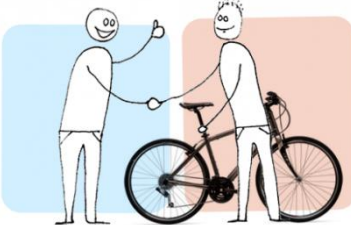



## Reflection

Skills	Yes	Partly	No
I can greet my friends.			
I can introduce myself to others.			
I can introduce my friend to others.			
I can ask for things using English.			



## Glossary

Words	Pictures	Pronunciation	Meaning
afternoon		/ˌɑːf.təˈnuːn/	sore
evening		/ˈiːv.nɪŋ/	malam
give		/ɡɪv/	memberi

goodbye		/ˌɡʊdˈbaɪ/	selamat tinggal
greet		/ɡriːt/	Menyapa
help		/help/	membantu
introduce		/ˌɪntrəˈdjuːs/	memperkenalkan
lend		/lend/	meminjami
morning		/ˈmɔːnɪŋ/	pagi
glue		/ɡluː/	lem
scissors		/ˈsiːzəz/	gunting



tape		/teɪ p/	isolasi
crepe paper		/krep peɪ pə(r)/	kertas krep
blow		/bloʊ/	meniup
cut		/kʌt/	memotong



## What's your weather today?

How do you feel today? Are you feeling happy? Or sad? Or bored?

Stick a smiley under the rainbow.



See you tomorrow.

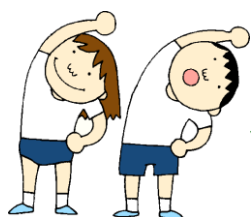
#Day 2

# I Love My World



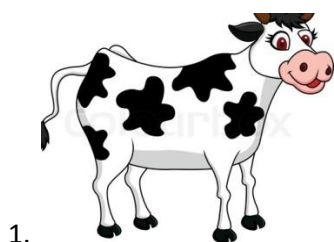
Today, you will learn about:

- How to describe animals
- How to describe fruits and vegetables

**SECTION #1**

# Warming up

Can you say the name of these animals?



1.



5.



2.



6.



3.



7.



4.



8.



## More to know

Do animals make sound? Yes, they do. Can you make sound of rooster? In your language you will say "kukuuruyuuuk". But, in English, roosters will sound "Cock a doodle doo"

Look at the table below and you will find the differences of the animal sound in your native language and in English.

Animals	Bahasa Indonesia/ Javanese	English
Rooster	kukuuruyuuuk	cock a doodle doo
Cat	Meong	meow
Cow	hmoooh	moo
Goat / Sheep	mbeek	baa
Dog	guk guk	woof woof
Bird	cuwit cuwit	tweet tweet
Duck	Kwek kwek	quack quack



## Let's sing

Yippee! It's time to sing again! Do you know how the animals sound like? Let's learn sounds of the animal by singing "The animal sounds"!



## Fun time

### Communisound

Now, you have known the animals' sounds. Do you still remember the sound of a cow, a cat, a dog, or a bird?

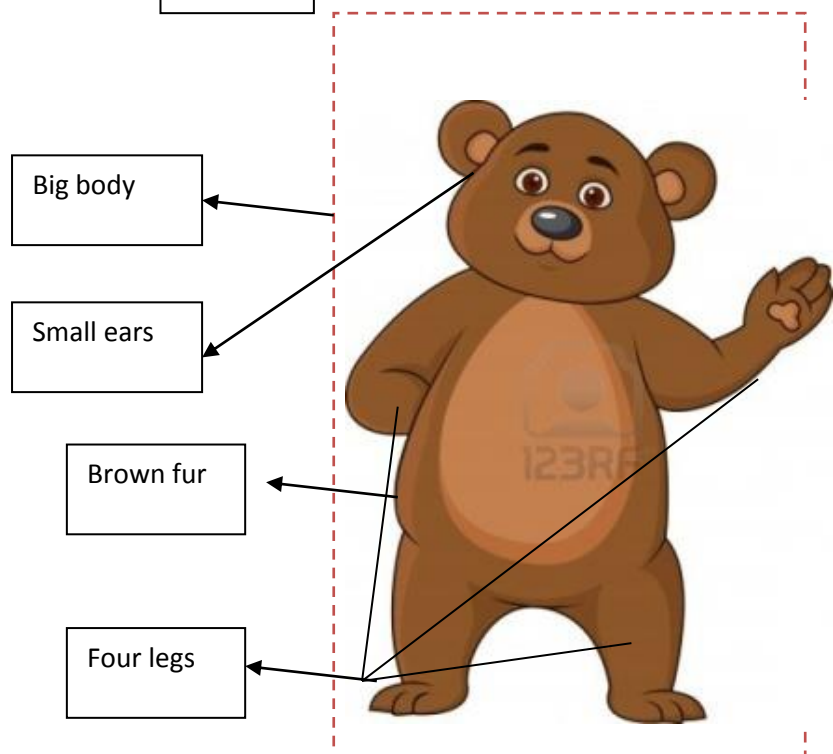
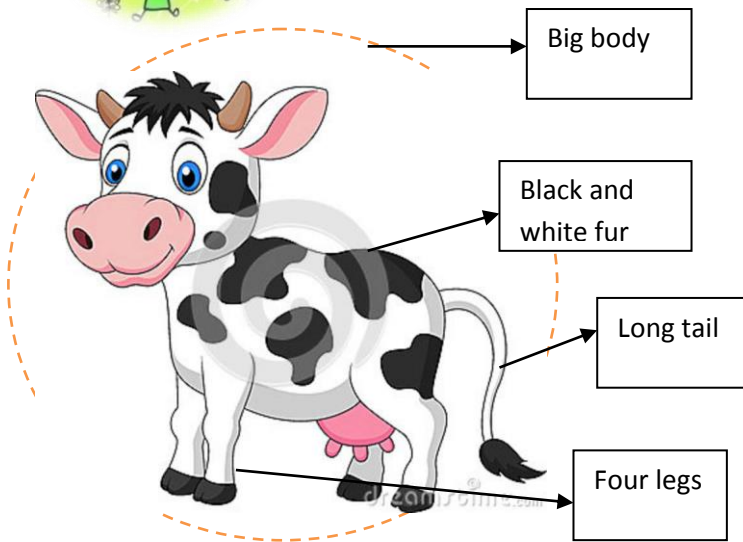
Can you guess the animal based on its sound?

Let's check your ability by playing "Communisound" game! 😊





## More to know

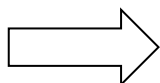




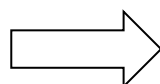
Circle the correct words. Then, fill in the blanks. Look at the example.



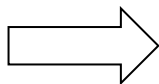
Long/short body                      Green/black skin  
 Long/short tongue                  Eats fruits/mouse  
 The snake has *long* body, *green* skin, and *long*  
 tongue. It eats *mouse*



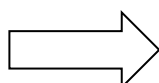
One/two wings                      one/two beak  
 Black/blue feathers              can fly/can run  
 The bird has .....wings, .....beak, and  
 .....feathers. It .....



Two/four legs                      white/brown fur  
 Long/short tail                  eat grass/insect  
 The sheep has .....legs, .....fur, and  
 .....tail. It eat .....



Two/four legs                      two/four wings  
 One/two beak                      can fly/can walk  
 The rooster has .....legs, .....wings, and  
 .....beak. It .....

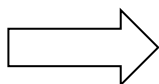


Two/four legs                      two/four eyes  
 Green/blue skin                  can walk/can jump  
 The frog has .....legs, .....eyes, and  
 .....skin. It .....





Two/four legs	one/two tail(s)
Black/brown fur	can walk/can fly
The dog has .....legs, .....tail(s), and .....fur. It .....	



Two/four legs	long/short tail
Black/brown fur	can run/can fly
The horse has .....legs, .....tail, and .....fur. It .....	



## Fun time

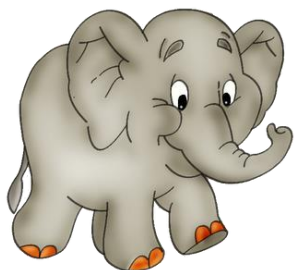
### "Who am I?"

The next game is called "Who am I" game. You have to guess the animal based on the characteristics. Your teacher will tell the procedures and rules of the game. Keep fighting!



## Let's try

Can you mention some characteristics of these animals below? Ask your teacher if you find difficulties. Look at the example.



This is an elephant. It has a big body, two big ears, and two small eyes. Elephant has four legs. It has grey skin. Elephant has a trunk.

I love elephant.



1.



2.



3.



4.



5.

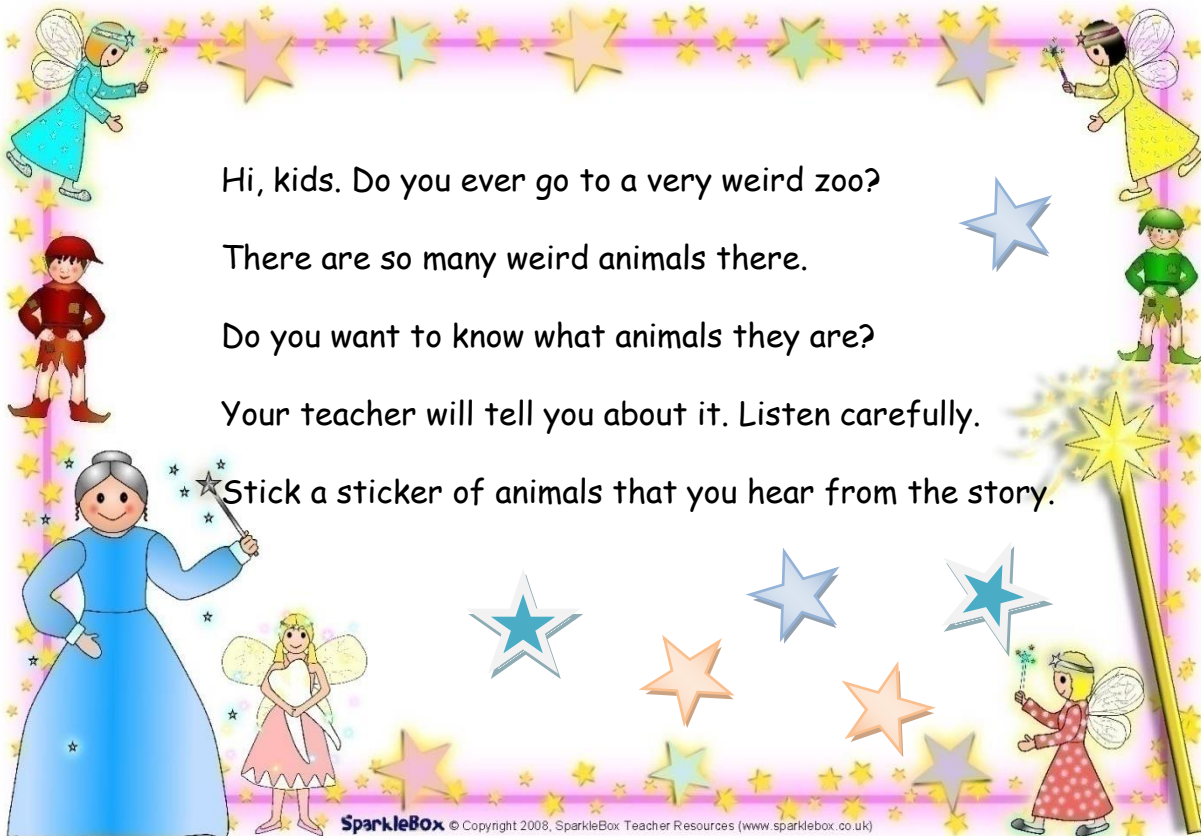


6.





# Story corner



Hi, kids. Do you ever go to a very weird zoo?

There are so many weird animals there.

Do you want to know what animals they are?

Your teacher will tell you about it. Listen carefully.

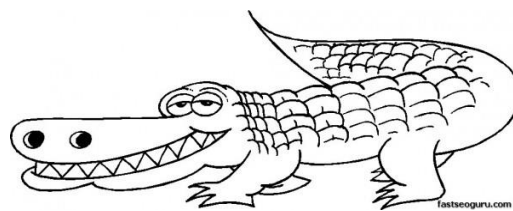
Stick a sticker of animals that you hear from the story.

What animals do you find in the weird zoo? Write the name of the animals, the characteristics, and their sounds. Then, put a picture of them in the column below.

No.	Name of the animals	Pictures
1.		
2.		
3.		
4.		
5.		

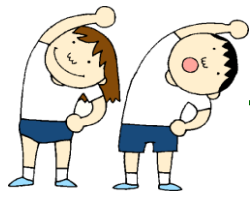


6.		
7.		
8.		
9.		
10.		





## SECTION #2



## Warming up

Can you guess what fruits and vegetables they are?





# Fun time

## Healthy Eating



### "What Fruit Is It?"

How do you feel in our third day? Still exciting?

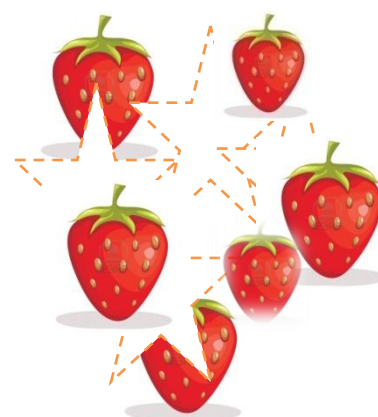
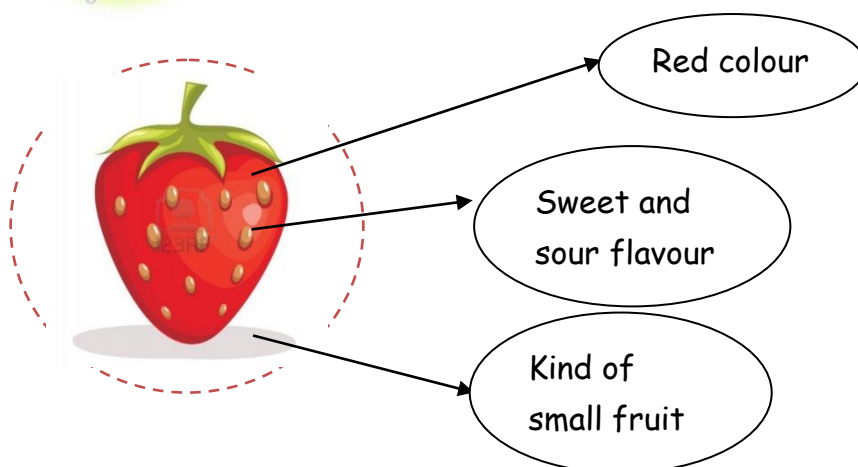
Do you want to play a game?

All right. Listen to your teacher's instructions.

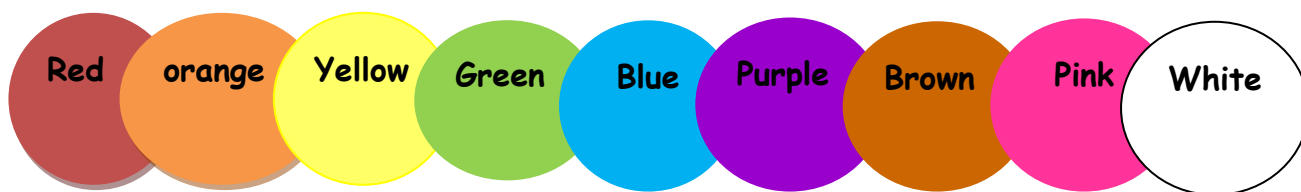
Let's play "What fruit is it?" game! 😊



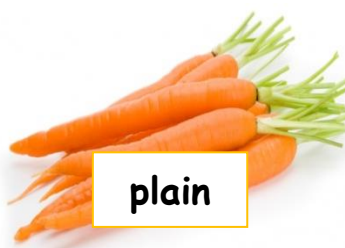
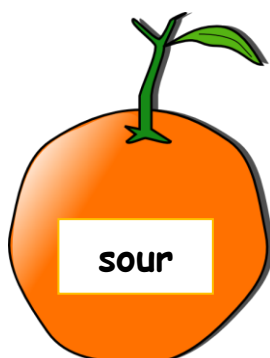
## More to know



Colours:



Flavours:



Size:







## Let's try

Listen carefully to some characteristics that your teacher will say. Then guess what fruit or vegetable it is. Put the sticker on the box. Look at the example.



Your teacher will say:

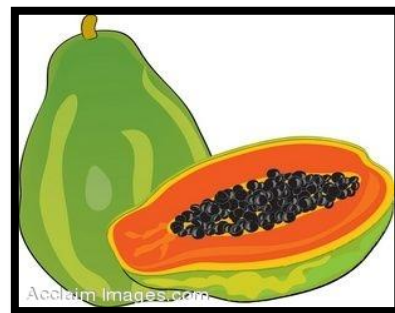
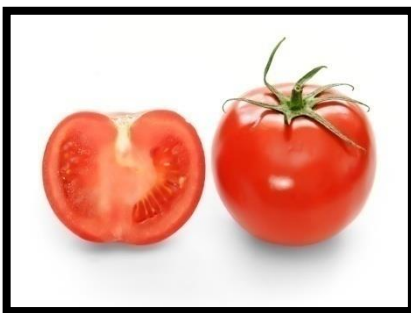
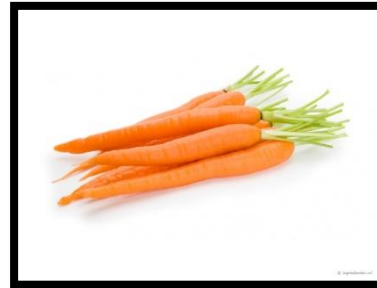
This fruit has purple colour. It is sweet and it is small fruit. What is it?





## Act It Out

Can you describe these fruits and vegetables below? Come on, come forward and get the biggest score for your group.








## Reflection






Skills	Yes	Partly	No
I can say names of animals.			
I know the sounds that the animals make.			
I can describe the characteristics of the animals.			
I can say names of fruits and vegetables.			
I can describe the characteristics of fruits and vegetables.			

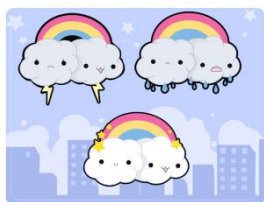


## Glossary

Words	Pictures	Pronunciation	Meaning
beak		/biːk/	paruh
characteristic		/ˌkærəktəˈrɪstɪk/	ciri
feather		/ˈfeðə(r)/	bulu burung

follow		/ˈfɒləʊ/	Mengikuti
fur		/fɜː(r) /	bulu/rambut halus
tail		/teɪ l/	ekor
sweet		/swiːt/	manis
trunk		/trʌŋk/	elalai
sour		/saʊə(r)/	asam
wing		/wɪ ŋ/	sayap
big		/bɪ g/	besar
small		/smɔː l/	kecil

plain		/pleɪ n/	hambar
bitter		/ˈbɪ tə(r)/	pahit
spicy		/ˈspaɪ si/	pedas
strange		/streɪ ndʒ/	aneh
leg		/leg/	kaki



## What's your weather today?

How do you feel today? Are you feeling happy? Or sad? Or bored?

Stick a smiley under the rainbow.



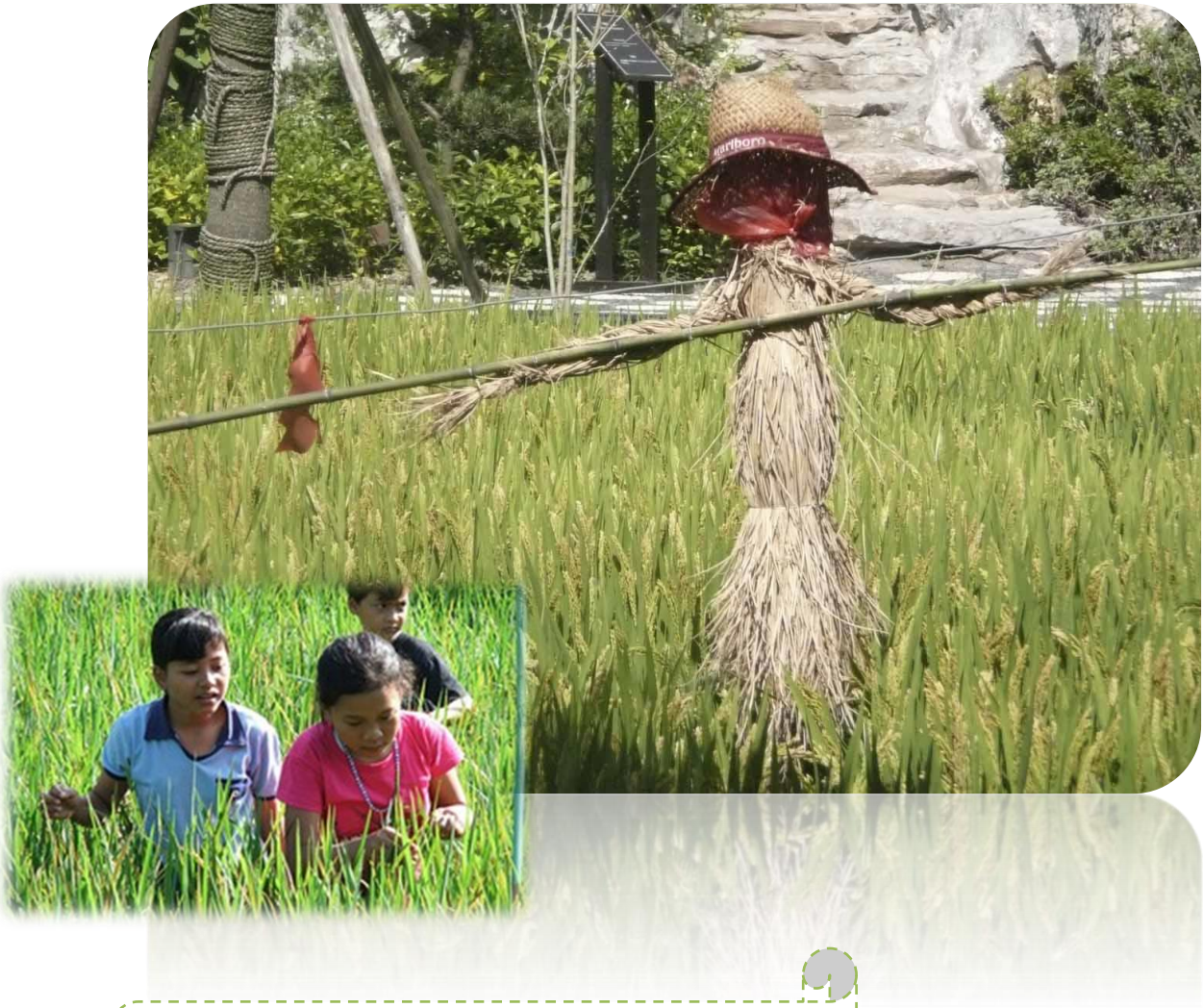
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See you tomorrow



#Day 3

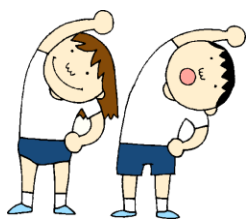
# Let's Keep Our World



Today, you will learn about:

- How to ask for things.
- How to give instructions to others.

## SECTION #1



## Warming up

**Fruits in the Middle**

Do you still remember how to ask things in our first meeting?

What do you say when you want to ask something from your friends?

Well, to call out your memory, let's play "Fruits in the Middle" game!

Listen carefully to your teacher.

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So, who wins the game?

Good job for all of you.

We will play another game in the next section.

Today is going to be fun!





## More to know

What will you say if you want to instruct your friends to do something?

Look at the example below.

Cut the pineapple  
like this.



Okay, sir.

Julia, pass me the  
brown sugar.



Here it is.



## Let's try

Do you know these things? What are they? Make a line to connect between the picture and the correct name. Look at the example.



salt

chilli

mortar

pestle

brown sugar

pineapple

knife

mat



## Fun time

### Robot Action

Do you ever see a robot? Do you like playing it?

Be ready, because now you will become a robot.

How can we play it? Listen to your teacher's instruction carefully.

Then, let's play "robot action" game.

Have fun!

### Some useful words:

take	-----→	mengambil
give	-----→	memberi
pass	-----→	mengambil
put	-----→	meletakkan
cut	-----→	memotong
peel	-----→	mengupas
mix	-----→	mencampur
grind	-----→	menumbuk





## Act It Out

Practice the pictures below with your friends. What will you say to instruct your friends to give these things to you?





## Fun time

It is time for making *rujak*!

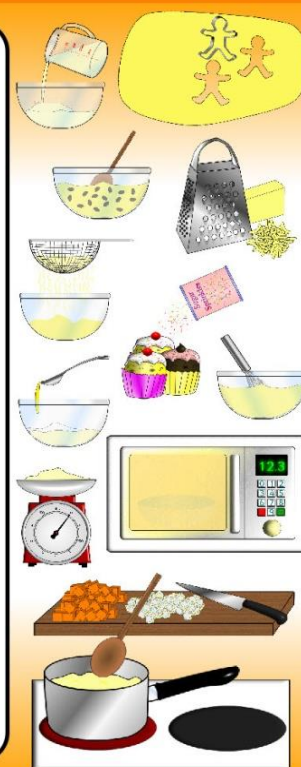
Work with your group.

Do you still remember how to ask someone for help?

Well, you will need it to ask the ingredients of the *rujak* from the other groups.

Also, you have to instruct other members of your group to do somethings.

Let's do this!



Before we start, listen to your teacher's instructions.

Fill in the tables below while you make the *rujak*.

**Tables for asking for help**

No	Members of your group	What do you ask? (things)	You ask it from ... (group 1/2/3)
1.			
2.			
3.			
4.			
5.			

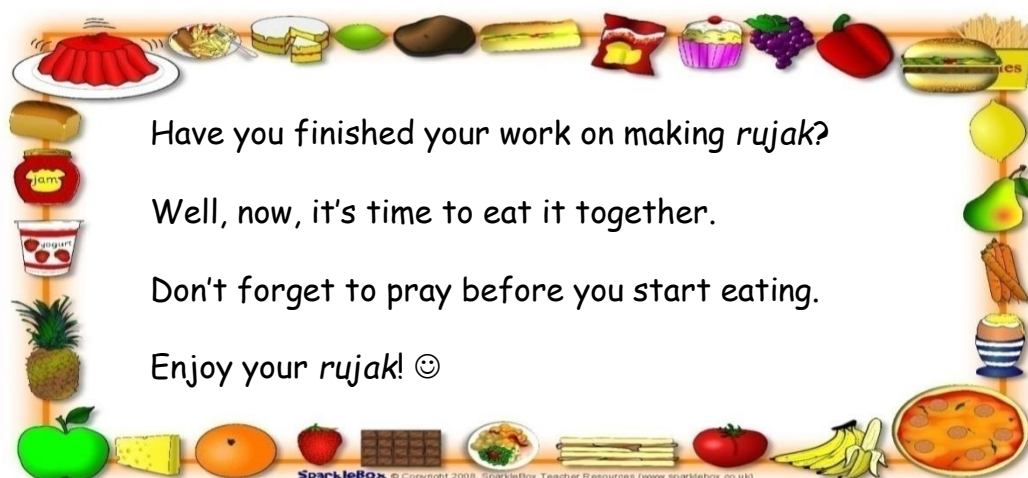
No	Names of the other group member	What do they ask? (things)
1.		
2.		
3.		
4.		
5.		

### Tables for giving instruction

No	My name	I instruct to ....	What do I instruct?
1.			
2.			
3.			
4.			
5.			



# Let's eat!









## Reflection









Skills	Yes	Partly	No
I can ask my friends to give things that I need.			
I can instruct my friends to do their duty.			



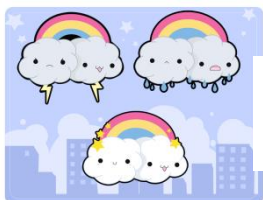
## Glossary

Words	Pictures	Pronunciation	Meaning
exciting		/ɪ k ˈsaɪ tɪ ŋ/	menyenangkan
grind		/graɪ nd/	menggiling
instruct		/ɪ n ˈstrʌkt/	memerintah
mat		/mæt/	tikar



mix		/mɪ ks/	mencampurkan
mortar		/ <sup>l</sup> mɔː tə(r)/	alat penumbuk (layah-bhs.jawa)
knife		/naɪ f/	pisau
pestle		/ <sup>l</sup> pesl □/	cobek (cowek- bhs.jawa)
brown sugar		/braʊn <sup>l</sup> ʃ ūgə(r)/	gula jawa/gula merah
salt		/sɒlt/	garam
cut		/kʌt/	memotong
peel		/piːl/	mengupas





## What's your weather today?

How do you feel today? Are you feeling happy? Or sad? Or bored?

Stick a smiley under the rainbow.



See you tomorrow

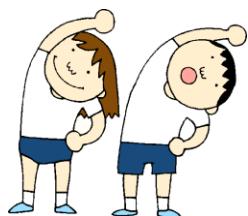
#Day 4

# Exploring The World



Today, you will learn about:

- ✓ Reviewing previous materials



## Warming up

Hello kids. How are you?

This is the last day of our program but don't be sad.

Let's sing "If You're Happy" song. Cheer up!

Are you curious what we will do today?

Well, we are going to have treasure hunting!

Do you remember about previous lessons in this program?

You will need it to pass through every post to get the treasure.

One group will get one map. Listen carefully to your teacher.

Are you ready to hunt the treasure?

Let's do it!

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# Post 1



## Fun time

### Identity Swap

Hi, kids. Can you imagine you have different name? Will you still remember your friends' name when they have different name? Well, let's check it by playing "identity swap" game.

Listen to your teacher to know how to play this game. You can write down your friends' name and their new names in the table below.

Have fun!

No.	Real name	New name	Age
1.	Miss Fia	Sherina	10
2.			
3.			
4.			
5.			
6.			
7.			
8.			

9.

10.

11.

12.

13.

14.

15.

16.

17.

18.

19.

20.

21.

22.

23.

24.



## Let's sing

Hello, hello, how are you? You look a little bit tired. Are you hungry?

Well, let me know by singing "Hello, how are you?" song.



Let's move on to the next post!



*Fun time*






### Fast, Freaky Animals

Hi, this is our second post. Are you ready for the next challenge?

Do you still remember a story about a very weird zoo? The zoo has many strange animals. Okay, now we will play "fast, freaky animals" game. You need to listen to your teacher carefully then draw the freaky animals.

Let's do it, guys!






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# Post 3

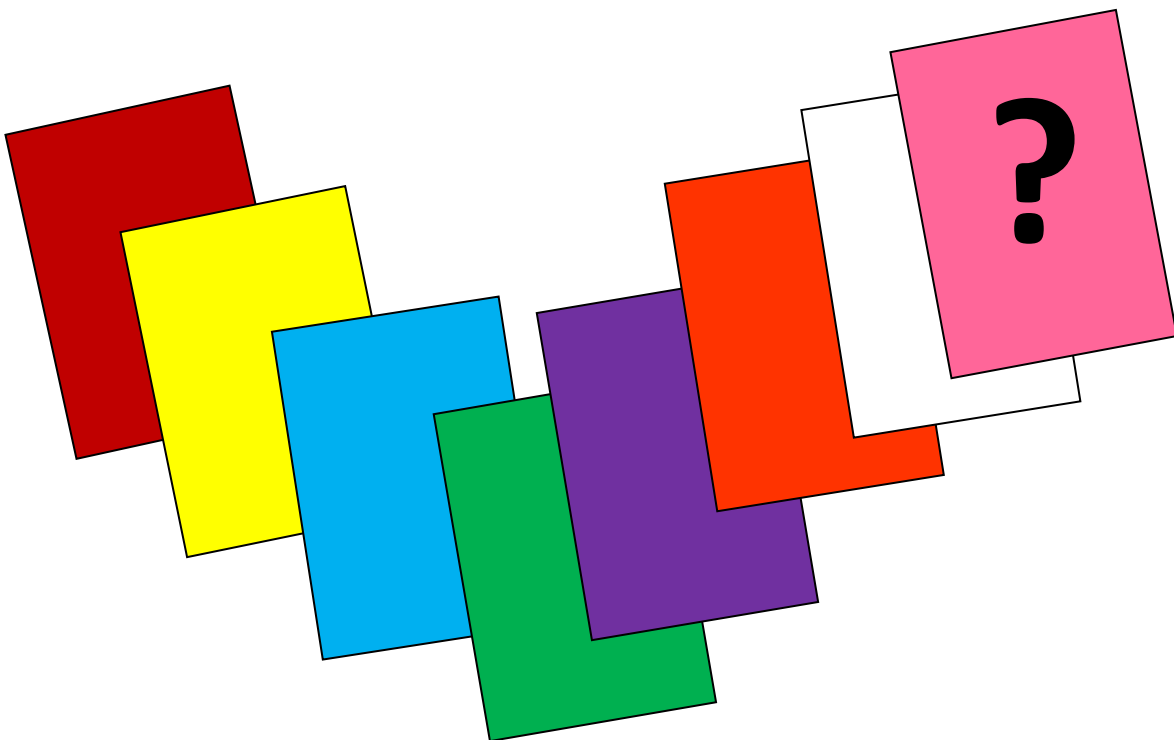


Let's sing

Do you still remember that fruits and vegetables have so many colours?

Now, be ready because we will sing "Red, Yellow, Blue, and Green" song.

Keep singing. ☺





## Fun time

### Salad Fool

Hi, kids. Welcome to the third post. ☺

What will we do in this post? Well, we are going to have an interesting game. This will need serious concentration. You have to listen carefully to your teacher and fill in the worksheet below.

Keep focusing and it will be easier for you to work it out.

#### A. Listen and tick (✓) the words you hear.

strawberries	<input type="checkbox"/>	apples	<input type="checkbox"/>	pineapple	<input type="checkbox"/>
oranges	<input type="checkbox"/>	grape	<input type="checkbox"/>	cucumber	<input type="checkbox"/>
carrots	<input type="checkbox"/>	tomato	<input type="checkbox"/>	cabbages	<input type="checkbox"/>
star fruits	<input type="checkbox"/>	spinach	<input type="checkbox"/>	mango	<input type="checkbox"/>
sugar	<input type="checkbox"/>	ice cream	<input type="checkbox"/>	salt	<input type="checkbox"/>

#### B. Listen and put the words in the order you hear them.

cut \_\_\_\_\_

peel \_\_\_\_\_

grind \_\_\_\_\_

mix \_\_\_\_\_

put \_\_\_\_\_

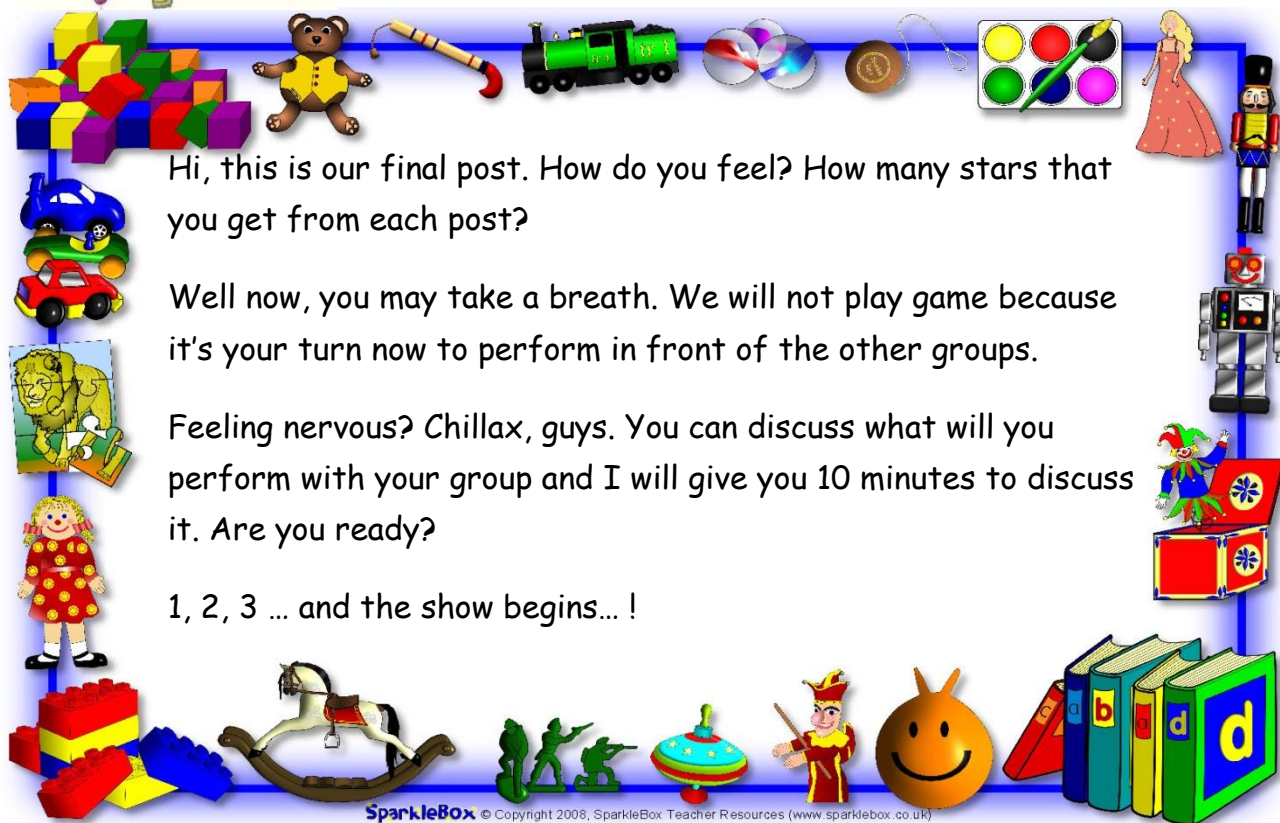
**Let's move on to the next post!**



# Post 4



# Fun time



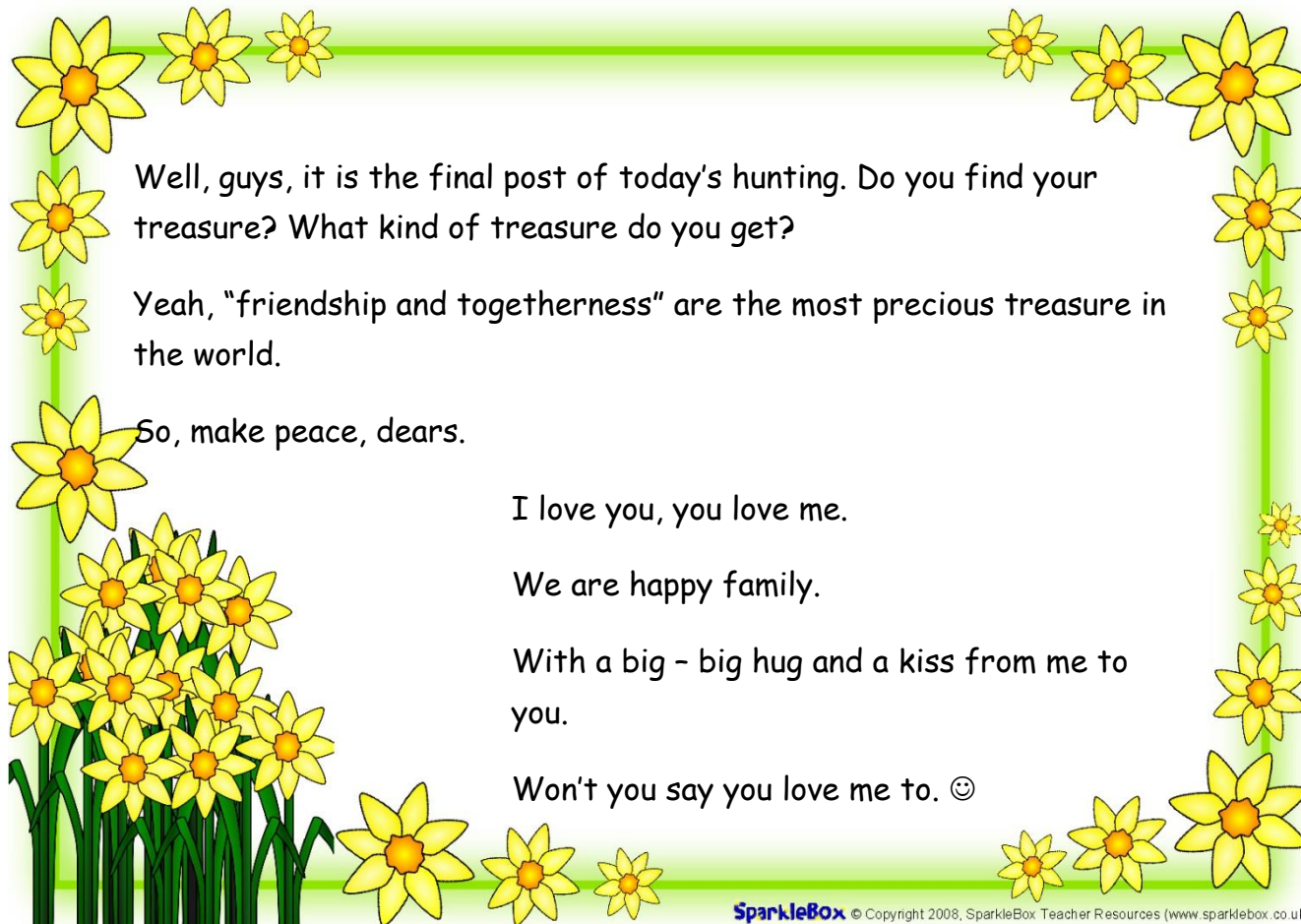
Hi, this is our final post. How do you feel? How many stars that you get from each post?

Well now, you may take a breath. We will not play game because it's your turn now to perform in front of the other groups.

Feeling nervous? Chillax, guys. You can discuss what will you perform with your group and I will give you 10 minutes to discuss it. Are you ready?

1, 2, 3 ... and the show begins... !

See You ☺





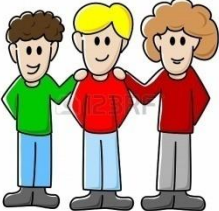








## Reflection

Skills	Yes	Partly	No
I can pass through the 1 <sup>st</sup> post easily.			
I can pass through the 2 <sup>nd</sup> post easily.			
I can pass through the 3 <sup>rd</sup> post easily.			
I can show my skill in front of the class.			



# Glossary

Words	Pictures	Pronunciation	Meaning
first (1 <sup>st</sup> )		/ <sup>1</sup> fɜːst/	pertama
second (2 <sup>nd</sup> )		/ <sup>1</sup> sekənd/	kedua
third (3 <sup>rd</sup> )		/θɜːd/	ketiga
easy		/ <sup>1</sup> iːzi/	mudah
different		/ <sup>1</sup> dɪ fərənt/	berbeda
discuss		/dɪ 'skʌs/	berunding

final		/ˈfaɪ nəl/	akhir
precious		/ˈpreʃ əs/	berharga
treasure		/ˈtreʒə(r)/	harta karun
hunt		/hʌnt/	berburu
map		/mæp/	peta



## What's your weather today?

How do you feel today? Are you feeling happy? Or sad? Or bored?

Stick a smiley under the rainbow.



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Goodbye.

See you on the other program 😊

English Listening - Speaking Materials for 4<sup>th</sup> Grade  
Students of Chit-Chat Program in SD Negeri Tempurejo 3

# BACK TO NATURE

A Guide Book for Teachers

By:  
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2014

## UNIT 1

### WELCOME TO THE WORLD

Skill focus	: Listening-Speaking
Indicator	: 1. 1. Identifying expressions of greeting. 1. 2. Identifying expressions of introducing one self and others. 2.1. Identifying expressions of asking for things 3. 1. Producing expressions of greeting appropriately. 3. 2. Producing expressions of introducing one self and others appropriately. 4.1. Producing expressions of asking for things appropriately.
Theme	: Greeting, introducing one self and others, asking for things
Types of activity	: Group work, whole class

#### A. Pre-teaching

##### Warming Up

1. Guru menyapa siswa dengan menggunakan ekspresi “Good afternoon/good morning, children”. Kemudian guru menanyakan kabar siswa dengan menggunakan ekspresi “How are you today?”
2. Guru memperkenalkan diri dengan menggunakan ekspresi “My name is ... and you can call me Miss...”

#### B. Whilst-teaching

##### Section #1

##### More to Know

3. Setelah memperkenalkan diri, guru bertanya nama siswa satu per satu sesuai urutan tempat duduk.
4. Pada siswa yang telah memperkenalkan diri, guru menyapa dengan ekspresi: “Hi, Dika. How do you do?” atau “Hello, Dika, how are you?”

### List of Expressions

5. Guru mengajarkan beberapa ekspresi yang bisa digunakan untuk menyapa orang lain dan kapan penggunaan ekspresi tersebut secara tepat

### Let's sing

6. Guru menyanyi lagu "Good Afternoon" dan "How Are You?" tanpa menulis di papan. Siswa bernyanyi setelah guru memberi contoh.

#### Good Afternoon"

Good afternoon, good afternoon,

Good afternoon to you.

Good afternoon my dear children good afternoon to you.

Good afternoon, good afternoon,

Good afternoon to you.

Good afternoon my Miss..... good afternoon to you.

#### "How Are You?"

Hello, how are you?

I'm fine

Hello, how are you?

I'm fine. How are you?

I'm fine, I'm fine. Thank you.

(lagu bisa dipelajari di cd). Siswa diajak bernyanyi bergantian.

### More to Know

7. Guru memberi contoh cara memperkenalkan orang lain dalam bahasa Inggris.

### List of Expressions

8. Guru mengajarkan ekspresi lain yang bisa digunakan untuk memperkenalkan orang lain.

### Fun Time

9. Siswa diajak keluar kelas membentuk lingkaran, kemudian guru memberikan instruksi cara melakukan permainan *Zip Zap*.

Prosedur Zip Zap Game:



- a. Siswa diatur membentuk lingkaran.
- b. Semula guru di tengah untuk menjadi “pemilih”
- c. Kemudian pemilih berkata “zip zap zip zap zip zip zap....” sambil memutar, tangan menunjuk siswa satu per satu
- d. Apabila kata terakhir “zip” maka siswa yang ditunjuk menyebutkan nama teman di sebelah kiri-nya dengan berkata “his/her name is ....”  
Apabila kata terakhir “zap” maka siswa yang ditunjuk menyebutkan nama teman di sebelah kanan-nya dengan berkata “his/her name is ...”  
Siswa yang tidak salah menyebutkan nama teman/salah mengungkapkan/salah menunjuk kanan dan kiri, maka ia akan menjadi si “pemilih” menggantikan guru. Dan mulai berkata “zip zap zip zap...” dan menunjuk teman lainnya.
- e. Apabila si “pemilih” berkata “zip zap” dengan cepat, maka setiap siswa harus berpindah tempat namun tetap membentuk lingkaran. Jika ada yang tidak mendapatkan tempat, maka dia harus menjadi si “pemilih”.

### Act It Out

10. Siswa mempraktekan cara memperkenalkan orang lain di depan kelas, sesuai contoh dalam gambar yang ada di halaman 6. Guru dapat memvariasi kegiatan ini.

## Section #2

### More to Know

11. Guru memberi contoh cara meminta tolong dan merespon permintaan tersebut. Guru dapat menunjuk siswa untuk mempraktikannya di depan kelas.

### List of Expressions

12. Guru mengajarkan ekspresi lain yang bisa digunakan untuk meminta benda pada orang lain.

### Let's Sing

13. Siswa diajak bernyanyi “Can I have a pen?” untuk mempermudah mereka mengingat ekspresi yang telah dijelaskan sebelumnya.

#### “Can I Have A Pen?”

Can I, can I, can I have a pen?

Sure, sure, sure, sure, here's a pen.

Can I, can I, can I have a book?  
 Sure, sure, sure, sure, here's a book

(Lagu dapat dipelajari di vcd. Guru dapat memvariasi nama benda yang sesuai dengan apa yang akan siswa pelajari.)

### Let's Try

14. Siswa diminta mengerjakan task di halaman 9 dengan cara menghubungkan gambar dengan tulisan yang tertera di sebelah kanan. Setelah semua grup selesai mengerjakan, guru melatih pengucapan siswa dalam menyebutkan nama benda-benda tersebut.

### Act It Out

15. Siswa diminta mempraktikkan apa yang tertera dalam gambar dan apa yang diucapkan untuk meminta benda sesuai gambar di halaman 7. Guru dapat membantu siswa membenarkan cara pengucapannya.

### Creative Hands

16. Pada kegiatan ini, siswa akan diajak untuk menghias kelas sambil mempraktekkan kemampuan bahasa Inggris mereka dalam meminta tolong.
17. Guru membagikan bahan-bahan untuk menghias kelas pada 3 grup dengan rincian:
  - Grup 1 mendapatkan: 1 gunting, 1 pak kertas krep, benang, 1 isolasi.
  - Grup 2 mendapatkan: 1 gunting, 6 balon, benang, 1 lem.
  - Grup 3 mendapatkan: 1 gunting, 12 kertas origami, benang, 1 double tip.
18. Tiap grup berkewajiban menghias wilayah masing-masing. Misalnya, grup 1 menghias bagian kanan kelas, grup 2 bagian belakang, dan grup 3 bagian kiri.
19. Setiap grup harus bertukar bahan-bahan yang tidak mereka punya. Saat bertukar ini, mereka harus menggunakan ekspresi meminta tolong, yang kemudian kegiatan ini akan mereka tulis di kolom yang telah disediakan. (Kolom/tabel merupakan lembar terpisah yang diberikan pada tiap grup. Contoh tabel ada pada buku siswa)
20. Setelah kelas selesai dihias, siswa menyerahkan kertas yang berisi kolom tersebut pada guru. Selanjutnya, guru dapat mengajak siswa bernyanyi. Misalnya: "If You're Happy" (lagu dapat dipelajari di kaset vcd)

"If You're Happy"

If you're happy happy happy, clap your hands.  
 If you're happy happy happy, clap your hands.  
 If you're happy happy happy  
 clap your hands, clap your hands.  
 If you're happy happy happy, clap your hands.

If you're angry angry angry, stomp your feet.  
 If you're angry angry angry, stomp your feet.  
 If you're angry angry angry  
 stomp your feet, stomp your feet.  
 If you're angry angry angry, stomp your feet.

If you're scared scared scared, say, "Oh no!"  
 If you're scared scared scared, say, "Oh no!"  
 If you're scared scared scared  
 say, "Oh no!" Say, "Oh no!"  
 If you're scared scared scared, say, "Oh no!"

If you're sleepy sleepy sleepy, take a nap.  
 If you're sleepy sleepy sleepy, take a nap.  
 If you're sleepy sleepy sleepy  
 take a nap, take a nap.  
 If you're sleepy sleepy sleepy, take a nap.

### Post-teaching

#### What's Your Weather Today?

21. Sebelum mengakhiri pertemuan, siswa diminta untuk mengisi kotak "What's your weather today". Siswa dapat menempelkan stiker dengan ikon smiley yang ada di halaman selanjutnya. Berikut keterangan smiley yang mewakili perasaan mereka:



Very happy!



Happy



Bored



Hate this day!

22. Guru menyampaikan leave taking, kemudian mengajak siswa bernyayi "Hip Hip Hurray" yang dilanjutkan dengan "Goodbye"

"Hip Hip Hurray"

Give yourself a clap,  
 Give yourself a pat,

Give yourself a cuddle,  
And say...hip - hip - hurray!

"Goodbye"

Goodbye, goodbye, see you again.  
Goodbye, goodbye, see you my friends.  
Goodbye, goodbye, I have fun today.  
I have fun today!

## UNIT 2

### I LOVE MY WORLD

Skill focus	: Listening-Speaking
Indicator	: 5. 1. Identifying names of animals based on the pictures. 5. 2. Identifying names of animals based on their sounds. 5. 3. Identifying names of the animals based on the characteristics. 5.4. Identifying names of fruit and vegetables based on the pictures. 5.5. Identifying names of fruit and vegetables based on their taste. 5.6. Identifying names of fruit and vegetables based on their characteristics 6.1. Pronouncing names of the animals correctly. 6.2. Imitating animal sounds. 6. 3. Mentioning animals' characteristics 6.4. Pronouncing names of fruit and vegetables correctly. 6.5. Mentioning fruit' and vegetables' characteristics.
Theme	: Animals, fruit, and vegetables
Types of activities	: Group work, whole class

#### A. Pre-teaching

1. Guru menyapa siswa dengan menggunakan lagu “Good Afternoon” dan “How are you?”
2. Dilanjutkan dengan lagu “Head, Shoulders, Knees, and Toes” agar siswa bersemangat.

#### B. Whilst-teaching

##### Section #1

##### Warming Up

3. Guru dapat memulai membangun pengetahuan siswa dengan bertanya tentang hewan yang ada di sekitar mereka, misalnya hewan peliharaan, dll. Kemudian dilanjutkan dengan guru menunjukkan beberapa gambar, siswa diminta menebak gambar tersebut. Guru membenarkan pengucapan siswa yang kurang tepat.
4. Setiap grup menebak gambar yang diberikan guru (sesuai dengan buku siswa), apabila grup tersebut dapat menjawab, poin mereka bertambah satu, sedangkan grup yang salah menyebut atau mengucapkan gambar yang ditunjukkan maka nilainya nol.

### **More to Know**

5. Siswa duduk membentuk lingkaran. Guru bertanya pada siswa tentang bagaimana suara hewan yang mereka dengar di sekitar mereka (bisa sambil menunjukkan gambar). Kemudian guru menjelaskan bagaimana suara hewan-hewan tersebut dalam bahasa Inggris. Siswa menirukan suara-suara hewan tersebut.

### **Let's Sing**

6. Agar lebih mudah mengingat bagaimana suara hewan, guru mengajarkan siswa lagu "The Animal Sound" (dapat dipelajari di vcd). Guru dapat menunjukkan gambar masing-masing hewan saat menyanyikan lagu, sehingga siswa lebih cepat memahami. Siswa kemudian menyanyikan lagu tersebut bersama.

### **Fun Time**

7. Siswa diajak untuk bermain "The Communisound Game". Sebelum bermain, guru menjelaskan peraturan permainan.

Prosedur permainan:

- a) Siswa berdiri membentuk barisan lurus ke belakang sesuai kelompoknya.
- b) Guru akan membisikkan menyebutkan nama hewan dan meminta siswa untuk menirukan suara hewan tersebut pada siswa yang ada pada baris pertama. Siswa tersebut membisikkan suara hewan tersebut pada siswa yang berada di barisan kedua. Siswa di barisan kedua membisikkan suara hewan tersebut pada siswa di barisan ketiga, begitu seterusnya sampai suara hewan tersebut dibisikkan pada siswa di barisan terakhir. Selanjutnya, siswa di barisan terakhir harus berlari kemudian mengambil gambar hewan yang suaranya seperti yang telah ia dengar. Kemudian ia memberitahu apa nama hewan itu dan bagaimana suaranya.
- c) Setelah siswa pada baris terakhir tadi menjawab, siswa tersebut berpindah ke bagian paling depan barisan. Kemudian guru melanjutkan membisikkan nama hewan lain di barisan pertama kemudian siswa tersebut membisikkan suara

hewan tersebut pada siswa di belakangnya. Demikian seterusnya sampai semua siswa mendapat giliran menjawab.

### **More to Know**

8. Guru mengucapkan selamat datang pada siswa. Siswa duduk membentuk lingkaran. Guru bertanya pada siswa, apakah ada yang mempunyai sapi di rumah. Kemudian guru bertanya tentang ciri-ciri sapi tersebut. Misalnya bertanya tentang, apakah badannya besar atau kecil? Apa warna kulitnya? Berapa jumlah kakinya? Apa makanannya? dll, Kemudian guru menunjukkan gambar sapi, bertanya lagi tentang ciri-ciri sapi yang ada pada gambar. Membandingkan antara sapi yang dipunyai oleh siswa dengan yang ada pada gambar. Guru mengeluarkan lagi beberapa gambar hewan dan bersama-sama dengan siswa mengidentifikasi ciri hewan tersebut.

### **Let's Try**

9. Siswa duduk berkelompok, kemudian menyelesaikan task yang ada di halaman 21-22. Setelah selesai, hasil pekerjaan diserahkan pada guru. Tiap nomor yang benar akan mendapatkan 1 poin. Jika salah maka nilainya nol. Kemudian tiap nomor akan dibahas bersama.

### **Fun Time**

10. Siswa diajak untuk bermain “Who am I?” game. Sebelum bermain, guru menjelaskan peraturan permainan.

Prosedur permainan:

- a) Siswa duduk berkelompok. Guru mencotohkan cara menyebutkan ciri-ciri hewan tanpa menunjukkan gambar. Misalnya: I have two legs. I have wings but cannot fly. I have one beak. I eat corn and rice. Who am I?
- b) Siswa yang bisa menjawab mengangkat tangan kemudian menyebutkan nama hewan tersebut. Jika jawaban benar, poin grup-nya akan bertambah. Jika salah, kesempatan menjawab diberikan pada kelompok lain.
- c) Guru memberikan contoh 3 sampai 4 kali, kemudian meminta salah satu anggota kelompok untuk menjadi pembicara di depan menggantikan guru. Sebelum berbicara, guru memberikan gambar hewan yang harus ditebak pada pembicara. Kemudian menutup gambar tersebut kembali.
- d) Siswa pembicara mulai menyebutkan ciri-ciri hewan. Siswa yang bisa menjawab mengangkat tangan kemudian menyebutkan nama hewan tersebut.

Jika jawaban benar, poin grup-nya akan bertambah. Jika salah, kesempatan menjawab diberikan pada kelompok lain.

- e) Guru memanggil perwakilan dari kelompok lain untuk jadi pembicara. Siswa tersebut diberi gambar hewan yang harus ditebak. Siswa pembicara mulai menyebutkan ciri-ciri hewan. Siswa yang bisa menjawab mengangkat tangan kemudian menyebutkan nama hewan tersebut. Jika jawaban benar, poin grup-nya akan bertambah. Jika salah, kesempatan menjawab diberikan pada kelompok lain. Begitu seterusnya.

### **Let's Try**

11. Masih secara berkelompok, guru memberi 3 gambar berbeda pada masing-masing kelompok. Satu gambar menjadi tanggung jawab dari 2-3 orang anggota. Siswa diminta untuk menjelaskan ciri-ciri dari gambar yang mereka bawa. Tiap gambar yang dapat diidentifikasi dengan benar akan mendapatkan tambahan 1 poin.

### **Story corner**

(Media: buku cerita berbetuk pop up atau wayang ketas atau gambar)

12. Guru bertanya pada siswa apakah mereka suka mendengarkan cerita, juga bisa bertanya hal lain yang berhubungan dengan cerita yang akan disampaikan, misalnya apakah mereka pernah pergi ke kebun binatang, hewan apa saja yang ada di kebun binatang, dll. Setelah itu, guru dapat mulai bercerita. Cerita yang akan disampaikan berjudul "A Very Weird Zoo". Saat mendengarkan cerita yang disampaikan oleh guru, siswa diharapkan mampu mengidentifikasi nama, ciri-ciri, dan suara hewan yang aneh dalam cerita tersebut. Kemudian menempelkan gambar masing-masing hewan pada kolom yang tersedia di Students' book halaman 24 – 26.

Berikut adalah cerita "A Very Weird Zoo".



### “A Very Weird Zoo”

Bintang and his family went to the zoo by car. The zoo was called “Funtastic Zoo”. It was holiday and everybody loved going there.

Bintang and his family saw a real monkey for the first time. It was very weird. It didn't look the same as they watched on TV. The monkey was pink! It had big ears, small eyes, a big nose, and a small mouth. It went “huhuhaha-huhuhaha”. What kind of monkey was that? They were so confused. So, they went to see another animal.

Then, Bintang and his family saw a real elephant for the first time. It was very weird. It didn't look the same as they watched on TV. The elephant was white. It had three eyes, two small ears, and a very long trunk. It went “pawooo”. What kind of elephant was that? They were so confused. So, they went to see another animal.

Next, Bintang and his family saw a real snake for the first time. It was very weird. It didn't look the same as they watched on TV. The snake was purple and it had so many dots on its skin looked like polkadots. It had two small ears and three eyes. It went “sss...sss”. What kind of snake was that? They were so confused. So, they went to see another animal.

After that, Bintang and his family saw a real tiger for the first time. It was very weird. It didn't look the same as they watched on TV. The tiger was red with black stripes. It had a short tail and a big nose. It went “roar”. What kind of tiger was that? They were so confused. So, they went to see another animal.

And then, Bintang and his family saw a real zebra for the first time. It was very weird. It didn't look the same as they watched on TV. The zebra didn't have any stripe on its skin, it had very colorful polkadots on its body. It also had curly hair. It went “neigh – neigh”. What kind of zebra was that? They were so confused. So, they went to see another animal.

Next, Bintang and his family saw a real owl for the first time. It was very weird. It didn't look the same as they watched on TV. The owl was blue! It had three big eyes and a very long tail. It wore a glasses on those three eyes. It went “to whit to who”. What kind of owl was that? They were so confused. So, they went to see another animal.

Then, Bintang and his family saw a real pig for the first time. It was very weird. It didn't look the same as they watched on TV. The pig was green! It had big ears, a long nose, and also a long tail. It went “oink oink”. What kind of pig was that? They were so confused. So, they went to see another animal.

After that, Bintang and his family saw a real giraffe for the first time. It was very weird. It didn't look the same as they watched on TV. The giraffe was yellow with brown spots on its body. It had six long legs and a pair of antler. It went “hee haw – hee haw”. What kind of giraffe was that? They were so confused. So, they went to see another animal.

Next, Bintang and his family saw a real lion for the first time. It was very weird. It didn't look the same as they watched on TV. The lion was orange. The hair on its head was dark brown and curly. It has two big eyes and a short tail. It went "roar". What kind of lion was that? They were so confused. So, they went to see another animal.

The last, Bintang and his family saw real bears for the first time. There were three bears there, a big bear, a slim bear, and a little bear. It was exactly like what they saw on TV. The bears was dark brown. They had small eyes, small ears and a small nose. It went "grrrr". But, then, the bears sang a song about themselves (*guru menyanyikan lagu "Three Bears" bisa menggunakan gerakan*). What kind of bear was that? They were so confused. So, they went home immediately.

(Saat menyanyikan lagu, guru menyanyikan lagu "Three Bears" dengan gerakan. Lagu dan gerakan dapat dipelajari di vcd)

### "Three Bears"

Look, there are three bears, all in the same house.

Father bear, mother bear, little bear.

Father bear is very fat. Mother bear is very slim.

Little bear is so cute I could die.

What a happy family!

13. Setelah siswa selesai mendengarkan cerita dan mengisi kolom dalam buku mereka sesuai dengan cerita tersebut, guru mengecek kembali pemahaman siswa tentang cerita tersebut, bertanya tentang hewan apa saja yang ada di "Funtastic Zoo", bertanya tentang ciri-cirinya, dll. Kemudian guru dapat mengajak siswa untuk bernyanyi "Three Bears" bersama-sama dengan gerakan.

## Section #2

### Warming Up

14. Guru menunjukkan beberapa gambar buah dan sayuran, siswa menebak apa nama buah dan sayuran tersebut. Guru membenarkan cara pengucapan nama buah dan sayuran tersebut dengan benar, kemudian siswa mengikuti.

### Fun Time

15. Siswa diajak bermain "What fruit is it?". Sebelumnya guru menjelaskan peraturan permainan dan mencontohkannya pada siswa. Prosedur permainannya adalah sebagai berikut:
  - a) Sediakan gambar buah dan sayur sebanyak jumlah siswa, sediakan juga beberapa kertas dengan gambar "tanda tanya/ ?"

- b) Letakkan gambar-gambar tersebut terbalik (tidak terlihat gambarnya) di meja.
- c) Siswa berdiri mengelilingi meja.
- d) Siswa berputar mengelilingi meja sambil bernyanyi “One Little Indian” dengan modifikasi kata *Indian* diganti dengan nama buah atau sayur. Contoh: One little, two little, three little strawberries. Four little, five little, six little strawberries. Seven little, eight little, nine little strawberries....
- e) Sebelum lagu berakhir, guru berkata “STOP”. Kemudian, siswa segera berhenti dan mengambil satu gambar yang ada di meja. Kemudian semua siswa membuka gambar yang mereka peroleh.
- f) Siswa yang mempunyai atau mendapatkan kertas dengan gambar “tanda tanya/?” harus menyebutkan nama buah atau sayuran yang ada di sebelah kanan dan kirinya. Dengan berkata: “This is .... and this is ....”
- g) Apabila siswa tersebut salah menyebutkan nama buah dan sayuran, dia harus keluar dari permainan. Apabila benar, siswa dapat ikut melanjutkan permainan. Kemudian, permainan dilakukan kembali.

### More to Know

16. Setelah permainan selesai, siswa dapat duduk berkelompok sesuai kelompok masing-masing. Kemudian guru bertanya apakah ada yang pernah makan buah stroberi, apakah mereka suka buah stroberi. Guru mengambil gambar buah stroberi, lalu bertanya, apa warna buah stroberi? Apakah stroberi buah yang besar atau kecil? Bagaimana rasa buah stroberi? Kemudian guru menjelaskan tentang warna, rasa dan ukuran buah stroberi tersebut, sambil membenarkan cara pengucapan siswa.

Guru mengeluarkan gambar buah lain (misalnya jeruk) kemudian kembali bertanya pada siswa tentang warna, ukuran dan rasa buah tersebut. Dilanjutkan dengan guru menjelaskan tentang buah tersebut.

Selanjutnya, guru menunjukkan beberapa warna dan siswa mencoba menebaknya. Guru menjelaskan sambil membenarkan cara pengucapan siswa.

Setelah menjelaskan tentang warna, kemudian guru mengeluarkan lima gambar buah dan sayuran yang memiliki rasa yang berbeda, misalnya: apel=manis (sweet), jeruk=asam (sour), cabai=pedas (spicy), kol/kubis=hambar (plain), dan pare=pahit (bitter). Guru mengucapkan nama dan rasa buah dan sayur kemudian diikuti oleh siswa.

Kemudian, guru menunjukkan perbandingan antara buah cherry=kecil dan semangka=besar. Guru membantu siswa dalam mengucapkan kata “big” dan “small” dengan benar.

### **Let's Try**

17. Guru mempersiapkan 8 jenis buah dan sayur dalam bentuk stiker. Masing-masing kelompok mendapatkan 8 stiker tersebut. Selanjutnya, guru akan menyebutkan ciri-ciri buah atau sayur tertentu. Tugas siswa adalah menebak buah atau sayur apa yang dimaksud oleh guru, kemudian menempelkan stiker buah atau sayur tersebut di dalam kolom yang ada di halaman 30. Siswa bekerja dengan kelompok masing-masing.

### **Act It Out**

18. Setiap orang di masing-masing grup menjelaskan nama dan ciri-ciri buah yang telah disediakan gambarnya di halaman 31. Kelompok dengan penjelasan yang baik mendapatkan skor lebih banyak.

### **Post-teaching**

#### **What's Your Weather Today?**

19. Sebelum mengakhiri pertemuan, siswa diminta untuk mengisi kotak "what's your weather today". Siswa dapat menempelkan stiker dengan ikon smiley yang ada di halaman selanjutnya.

Kemudian, guru memberitahukan pada siswa apa yang mereka perlu bawa pada pertemuan selanjutnya. (lihat pada unit 3)

20. Guru menyampaikan leave taking, kemudian mengajak siswa bernyanyi "Hip Hip Hurray" yang dilanjutkan dengan "Goodbye song"

## UINT 3

### LET'S KEEP OUR WORLD

Skill focus	: Listening-Speaking
Indicator something.	<p>: 7. 1. Identifiying expressions of how to ask someone to do something.</p> <p>8. 1. Identifiying expressions of how to tell someone that we are able to or not be able to do something.</p> <p>9. 1. Producing expression of how to ask someone to do something.</p> <p>10. 1. Producing expressions of how to tell someone that we are able to or not be able to do something.</p>
Theme something	: Fruit and vegetables, asking for things, instructing others to do something
Types of activities	: Group work, whole class
Media	<p>: - Mat</p> <p>- Real fruit and vegetables (cucumber, pineapple, melon, papaya, apple, star fruit, mango)</p> <p>- Ingredients for making rujak sauce (chili, brown sugar, salt)</p> <p>- Tools for making rujak (mortar and pestle, jar, spoon, banana leaves)</p>

#### A. Pre-teaching

1. Guru menyapa siswa dengan menggunakan lagu “Good Afternoon” dan “How are you?”
2. Dilanjutkan dengan lagu “Head, shoulders, knees, and toes” agar siswa bersemangat.
3. Guru bertanya tentang kabar siswa dan apa yang telah mereka pelajari pada pertemuan sebelumnya. Kemudian memberikan gambaran apa yang akan siswa pelajari pada pertemuan kali ini. Dan juga, guru bertanya apakah masing-masing kelompok sudah membawa barang-barang yang telah diminta pada pertemuan sebelumnya.


#### B. Whilst-teaching

##### Section #1

### Warming Up

4. Siswa diajak bermain “Fruit in the middle”. Sebelum melakukan permainan ini, yang harus dipersiapkan guru adalah: gambar buah (flash cards) 25 buah untuk satu grup, dadu dengan salah satu sisinya bergambar bintang (guru dapat membuat sendiri menggunakan kertas karton). Berikut adalah prosedur permainan “Fruit in the middle”.

- a. Masing-masing anak yang akan mengikuti permainan diberi 3 gambar buah.
- b. Siswa melempar dadu dengan ketentuan:

Jika angka dadu	
1 atau 2	siswa yang melempar dadu memberikan 1 gambar buahnya pada pemain di sebelah kirinya.
3 atau 4	siswa yang melempar dadu memberikan 1 gambar buahnya pada pemain di sebelah kanannya.
5	siswa yang melempar dapat menyimpan gambar buahnya.
 (bintang)	siswa yang melempar dadu harus meletakkan 1 gambar buah di tengah.

- c. Jika siswa melempar dadu dan yang keluar adalah angka 1, 2, 3 atau 4, maka siswa di sebelah kanan/kirinya (sesuai ketentuan di atas) mengatakan “*Please give me one fruit*”, “*Can you give me one fruit, please?*”. Siswa yang mendapatkan dadu bintang, dan harus meletakkan gambar buahnya di tengah, maka selanjutnya dia keluar dari permainan, tidak boleh mengikuti permainan lagi.
- d. Siswa yang sudah tidak mempunyai gambar lagi, maka dia tidak boleh melempar dadu, namun dia tidak keluar dari permainan karena ada kemungkinan dia mendapatkan gambar buah dari teman yang lain. Bila hanya tersisa satu siswa yang mempunyai gambar buah, maka dia-lah yang menjadi pemenangnya.

### More to Know

5. Guru mengajarkan bagaimana cara memberi instruksi atau perintah serta respon apakah orang yang diminta melakukan sesuatu tersebut bisa atau tidak dalam bahasa Inggris. Guru dapat mengajak siswa untuk mempraktikkannya di depan kelas secara bergantian. Guru memperhatikan cara pengucapan kata (pronunciation), pilihan kata (vocabulary), dan respon siswa.

### List of Expressions

6. Guru mengajarkan beberapa ekspresi cara meminta orang lain untuk melakukan sesuatu (memberi perintah) dan respon orang yang diberi instruksi, baik yang bisa ataupun tidak bisa melakukan instruksi tersebut

### More to Know

7. Guru memberikan contoh suatu resep masakan yang ada di halaman 39. Kemudian menjelaskan beberapa benda dan kata kerja yang telah digaris bawahi.

### Let's Try

8. Siswa diminta menghubungkan gambar dan nama benda yang tertera di sebelah kiri, pada halaman 36. Setelah siswa selesai mengerjakan, guru mengajak siswa untuk menyebutkan nama benda tersebut. Guru membenarkan pengucapan nama benda yang salah.

### Fun Time

9. Siswa diajak bermain “Robot Action” game. Sebelum permainan dimulai guru harus menyiapkan: beberapa macam buah sungguhan, pisau (knife), tempat buah (jar), layah dan cobek (mortar and pestle), gula jawa (brown sugar), garam (salt), cabai (chili). Berikut adalah prosedur permainan “robot action”:
  - a. siswa berdiri berurutan memanjang sesuai dengan kelompoknya masing-masing.
  - b. guru akan memberikan instruksi pada masing-masing siswa di barisan pertama. Siswa harus melakukan apa yang diinstruksikan dengan gaya kaku seperti robot. Misalnya guru mengintruksi: say “I am a robot”, maka siswa harus mengikutinya dengan menggerakkan tangan seperti robot. Kemudian siswa diberisan pertama diperintahkan untuk mengambil benda yang ada diseberang mereka, guru dapat mengatakan, “Take the mortar and the pestle”.
  - c. selanjutnya siswa dibarisan pertama mundur, dan siswa yang ada dibarisan kedua maju dan guru kembali memberikan instruksi untuk mereka, misalnya: “Pass me the salt”, “Give me the brown sugar”, dan lain-lain, begitu seterusnya.
  - d. siswa yang sudah mendapat giliran menjadi robot boleh bergantian memberikan instruksi pada temannya, guru dapat membantu siswa yang akan memberikan instruksi.

### Act It out

10. Siswa diminta untuk mempraktekkan gambar dan mengucapkan ekspresi meminta benda yang kira-kira sesuai dengan gambar di halaman 42 dan merespon apakah mereka bisa atau tidak melakukan instruksi tersebut.

### **Act It Out**

11. Siswa diminta untuk mempraktekkan gambar dan mengucapkan instruksi apa yang kira-kira sesuai dengan gambar di halaman 43 dan merespon apakah mereka bisa atau tidak melakukan instruksi tersebut.

## **Section #2**

### **Fun Time**

12. Kegiatan berikutnya adalah membuat rujak. Sebelum memulai kegiatan ini, guru menanyakan perlengkapan yang telah dibawa siswa, misalnya: cobek (mortar), tikar (mat), daun pisang (banana leaves), dan baskom (jar). (kegiatan ini dapat dilakukan di dalam maupun diluar kelas).

Selanjutnya guru mengeluarkan aneka macam buah yang akan dibuat rujak. Guru menunjukkan masing-masing buah tersebut dan menanyakan pada siswa apa nama buah yang dibawa. Selain buah-buahan, guru juga menunjukkan bahan-bahan untuk membuat sambal rujak, lalu menanyakan apa nama bahan tersebut. Guru membenarkan cara pengucapan siswa. Kemudian, guru meminta ketua masing-masing grup untuk maju untuk mendapatkan bahan-bahan rujak.

Grup 1: mentimun (cucumber), apel (apple), gula jawa (brown sugar)

Grup 2: pepaya (papaya), belimbing (star fruit), cabai (chili)

Grup 3: melon (melon), mangga (mango), garam (salt)

Setelah mendapatkan bagian masing-masing, guru menjelaskan bahwa tiap kelompok harus meminta bahan-bahan yang belum mereka punya pada kelompok lain. Sambil meminta bahan-bahan tersebut, siswa mengisi tabel yang ada di halaman 44-45 (student's book).

Tiap anak dalam grup, baik ketua atau anggota harus bisa memberi instruksi pada teman lainnya agar pembuatan rujak tebagi dengan jelas dan cepat. Saat memberi instruksi tersebut, siswa mengisi tabel di halaman 45 (student's book) dan mencatat apakah yang ia beri instruksi dapat melakukan instruksinya tersebut atau tidak.

Pembagian tugas tiap anggota: pembuat sambal, pengupas buah, pencuci buah, pemotong buah, pembuat tempat rujak dari daun pisang, penata tikar.



### **Let's Eat**

13. Setelah semua rujak selesai dibuat, siswa menatanya ditengah, dikelilingi masing-masing kelompok. Sebelum mulai menikmati rujak, guru mengajak siswa untuk berdoa terlebih dahulu, kemudian rujak dinikmati bersama-sama.

Setelah selesai menikmati rujak, ketua kelompok berkewajiban menginstruksi anggotanya untuk membersihkan kelas/halaman yang digunakan. Pembagian tugas diserahkan pada ketua.

### **Post-teaching**

#### **What's Your Weather Today?**

14. Sebelum mengakhiri pertemuan, siswa diminta untuk mengisi kotak “what's your weather today”. Siswa dapat menempelkan stiker dengan ikon smiley yang ada di halaman selanjutnya.

Guru memberitahukan pada siswa bahwa pada pertemuan selanjutnya, siswa wajib menampilkan sesuatu (lagu, gerak dan lagu, ataupun drama) di depan kelas. Jadi tugas siswa adalah menentukan apa yang akan mereka tampilkan besok dan berlatih di rumah.

15. Guru menyampaikan leave taking, kemudian mengajak siswa bernyayi “Hip Hip Hurray” yang dilanjutkan dengan “Goodbye song”

## UNIT 4

### EXPLORING THE WORLD

Skill focus	: Listening-Speaking
Activities	: Reviewing three-day-materials through treasure hunting
Tyes of activities	: Group work, whole class

#### A. Pre-teaching

1. Guru menyapa siswa dengan menggunakan lagu “Good Afternoon” dan “How are you?”
2. Dilanjutkan dengan lagu “Head, shoulders, knees, and toes” agar siswa bersemangat.
3. Guru menjelaskan tentang apa yang akan siswa lakukan hari ini, mengingatkan siswa bahwa mereka akan tampil di depan kelas, dan bertanya apakah mereka sudah siap.

#### B. Whilst-teaching

##### Warming Up

4. Siswa diajak keluar kelas dan bernyayi “If You’re Happy”.
5. Guru memberikan penjelasan bahwa hari ini siswa akan melakukan “treasure hunting” yang mana setiap kelompok akan di berikan peta sederhana yang terdiri dari 4 pos, dan di masing-masing pos, siswa harus berhenti dan melakukan tugas-tugas tertentu.

##### Post 1

##### Fun Time

6. Siswa diajak bermain “identity swap”. Berikut adalah cara bermainnya:
  - a. Semua anak berdiri membentuk lingkaran. Tiap-tiap anak harus menyiapkan nama baru dan umur mereka. Mereka boleh menggunakan nama apa saja dan umur berapa saja.

- b. Guru memulai memperkenalkan diri untuk memberi contoh, misalnya: *My name is Sherina. I'm ten.*
- c. Kemudian guru menunjuk salah satu anak, yang mana anak tersebut harus menyebutkan identitas barunya, dan identitas yang menunjukknya, misalnya: *My name is Robert. I'm seven. Her name is Sherina. She is ten.*
- d. Selanjutnya siswa yang telah menyebutkan identitas barunya menunjuk siswa lainnya. Siswa yang ditunjuk kemudian menyebutkan identitas barunya dan identitas teman yang telah menunjuknya. Begitu seterusnya.
- e. Siswa dapat mencatat identitas baru teman-temannya agar mudah diingat pada halaman 51-51.

### Let's Sing

7. Siswa diajak bernyanyi "Hello, how are you?"

"Hello, How Are You?"

Hello, hello, hello, how are you?

Hello, hello, hello, how are you?

I'm good. I'm great. I'm wonderful.

Hello, hello, hello, how are you?

Hello, hello, hello, how are you?

I'm tired. I'm hungry. I'm not so good.

### Post 2

#### Fun Time

8. Siswa diajak bermain "fast, freaky animals" game. Sebelum memulai permainan ini, guru harus mempersiapkan kertas hvs kosong sebanyak jumlah siswa dan pensil atau pensil warna atau spidol. Berikut adalah prosedur permainan "fast, freaky animals":
  - a. Siswa berbaris memanjang sesuai kelompoknya.
  - b. Di depan tiap barisan di letakkan beberapa kertas hvs kosong sesuai jumlah anggota tiap kelompok. Sedangkan pensil/ pensil warna/ spidol diletakkan di seberang barisan.
  - c. Jika guru mengatakan *Go!* maka tiap anak yang ada di barisan pertama berlari mengambil pensil/ pensil warna/ spidol yang ada di seberang kemudian kembali ke tempat untuk bersiap menggambar.
  - d. Selanjutnya guru akan memberikan instruksi hewan apa yang harus digambar oleh siswa, misalnya: *I want you to draw a lion. It has three legs and a long tail. Go!*

- e. Siswa menggambar hewan sesuai instruksi guru. Jika guru mengatakan *Stop!* Maka semua siswa berhenti menggambar dan berlari mengembalikan pensil di seberang kemudian menuju ke barisan belakang.
- f. Siswa yang ada di barisan selanjutnya melakukan seperti yang dilakukan siswa sebelumnya di kertas berbeda. Begitu seterusnya.
- g. Setelah semua siswa mendapat giliran menggambar hewan anehnya masing-masing, tiap kelompok harus menceritakan hewan yang telah mereka gambar.

### Post 3

#### Let's Sing

9. Siswa diajak bernyanyi “Red, Yellow, Blue, and Green”. Sebelum mengajak siswa bernyanyi, guru menyiapkan beberapa kertas lipat beraneka warna. Nantinya saat bernyanyi guru menunjukkan kertas lipat yang warnanya sesuai dengan lirik lagunya. Berikut adalah lirik lagu “Red, Yellow, Blue, and Green”:

Red, yellow, blue, and green	→ menunjukkan warna merah, kuning, biru and hijau bergantian
(red, yellow, blue, and green)	→ siswa mengikuti nyanyian
Purple, orange, and white	→ menunjukkan warna ungu, oranye, dan putih bergantian
(purple, orange, and white)	→ siswa mengikuti nyanyian
What colour is it?	→ guru menunjukkan kertas warna pink
(What colour is it?)	→ siswa mengikuti nyanyian
Pink, pink, pink, pink, it's pink.	→ guru dan siswa bernyanyi bersama.

(lagu dapat dinyanyikan berkali-kali dengan mengganti warna di akhir lagu dengan warna lain)

#### Fun Time

10. Siswa diajak bermain “Salad Fool”. Permainan ini membutuhkan konsentrasi karena sambil mendengarkan guru, siswa juga harus mengisi worksheet yang ada di halaman 50. Berikut adalah prosedur permainannya:
  - a. Siswa diberi penjelasan bahwa mereka akan mendengarkan resep cara membuat “a dessert- salad fool”. Guru akan membacakan teks tiga kali.
  - b. Saat mendengarkan teks pertama kali, siswa diminta untuk mengisi worksheet bagian A.

Right, everyone. Are we ready? Today we are going to make a dessert – salad fool. It's yummy! You can make salad fool with any kinds of fruit and vegetables. Now, here's what we need

- |                   |             |
|-------------------|-------------|
| - 2 apples        | - 2 carrots |
| - 1 cucumber      | - 1 tomato  |
| - 2 star fruit    | - 1 mango   |
| - 12 strawberries | - ice cream |
| - Grape           | - sugar     |

- d. Selanjutnya, guru membacakan teks bagian B dan siswa bersiap mengisi worksheet bagian B. Caranya yaitu dengan menuliskan bahan-bahan apa saja yang perlu dipotong, dikupas, dll, sesuai worksheet yang telah tersedia.

Ok, now, are we ready? Let's go.

1. Cut the strawberries into two.
  2. Peel the starfruit, mango, carrots, and cucumber.
  3. Cut the apples and tomato into pieces.
  4. Put the strawberries, apples, and tomato in a bowl.
  5. Now, grind the starfruit, mangos, carrots, cucumber, and sugar into one.
  6. Mix them all and add some ice cream.
- Mmmm.... It's really yummy. Can't wait to try it.

- e. Guru membacakan teks A dan B lagi untuk memberikan kesempatan pada siswa agar bisa meneliti pekerjaannya.
- f. Setelah semua kelompok selesai, guru meminta perwakilan dari tiap grup untuk membacakan hasilnya di depan kelas. Grup dengan hasil yang sempurna mendapatkan poin lebih banyak.

#### **Post 4**

#### **Fun Time**

11. Di post terakhir ini, setiap grup harus menampilkan lagu/gerak dan lagu di depan grup yang lain. Siswa diberi waktu sekitar 15 menit untuk mempersiapkan apa yang akan mereka tampilkan. Guru dapat mengundi urutan kelompok yang akan menampilkan nyanyian mereka.
12. Setelah semua performa selesai, guru bertanya apa yang siswa dapat hari ini. Kemudian guru menjelaskan bahwa persahabatan dan kebersamaan adalah harta paling berharga dan kebahagiaan tidak bisa dibeli dengan apapun. Lalu, guru mengajak siswa bernyanyi:

I love you, you love me.

We are happy family.

With a big – big hug and a kiss from me to you.

Won't you say you love me to.

#### **Post-teaching**

#### **What's Your Weather Today?**

14. Sebelum mengakhiri pertemuan, siswa diminta untuk mengisi kotak "what's your weather today". Siswa dapat menempelkan stiker dengan ikon smiley yang ada di halaman selanjutnya.

15. Guru menyampaikan leave taking, kemudian mengajak siswa bernyayi “Hip Hip Hurray” yang dilanjutkan dengan “Goodbye song”

## **APPENDIX F**

### **DATA OF THE EXPERTS**

### Data of the Experts

No.	Name	Work	Experience in Teaching Children
1.	Lusi Nurhayati, M.Appl.Ling (TESOL)	Lecturer of English Education Department, Yogyakarta State University.	< 4 years
2.	Ani Setyaningsih, S. Pd.	Lecturer of English Education Department, Yogyakarta State University.	< 4 years
3.	Novi Santika, S. Pd.	English Teacher in SD Negeri Tempurejo 3.	2 – 3 years
4.	Muayana, S. Pd.	English Teacher in SD Negeri Tempurejo 2.	< 4 years
5.	Suprapti, S. Pd.	English Teacher in SD Negeri Tempurejo 1.	< 4 years



## **APPENDIX G**

### **THE EXPERT JUDGMENT QUESTIONNAIRE**

### The Questionnaire for Evaluation

Yth. Ibu .....

di tempat

Dengan hormat,

Saya adalah mahasiswi jurusan Pendidikan bahasa Inggris, Universitas Negeri Yogyakarta. Saat ini saya sedang melakukan penelitian dengan judul “*Developing Listening – Speaking Materials Based on Total Physical Response Theory for the Forth Grade Students of Chit – Chat English Program in SD Negeri Tempurejo 3 Blora*”. Penelitian ini bertujuan untuk membuat materi *listening-speaking* yang berdasarkan pada teori *Total Physical Response*, yang sesuai untuk program bahasa Inggris tambahan dengan nama *Chit-Chat* bagi siswa kelas IV SD Negeri Tempurejo 3 Blora.

Oleh karena itu, saya mohon bantuan ibu untuk mengevaluasi materi yang telah saya buat dengan cara mengisi angket evaluasi berikut ini. Petunjuk pengisian sesuai dengan contoh telampir. Atas bantuan ibu, saya ucapkan terima kasih.

Yogyakarta, ..... 2014

Peneliti

Nofia Wahyu N

### A. Data Responden

Nama : .....

Umur : .....tahun

Pendidikan terakhir :

☐ D3

☐ S1

☐ S2

☐ S3

Pengalaman mengajar anak-anak :

☐ > 4 tahun

☐ 2 – 4 tahun

☐ 0 – 2 tahun

**B. Berilah tanda centang (√) pada kolom yang tersedia dengan ketentuan sebagai berikut.**

**SS : Sangat sesuai** dengan pernyataan yang ada

**S : Sesuai** dengan pernyataan yang ada

**R : Ragu-ragu** dengan pernyataan yang ada

**TS : Tidak sesuai** dengan pernyataan yang ada

**STS : Sangat tidak sesuai** dengan pernyataan yang ada

Contoh pengisian:

No.	Penyataan	SS	S	R	TS	STS
1.	Topik sesuai dengan lingkup pembelajaran siswa kelas IV.	√				

No.	Pernyataan	SS	S	R	TS	STS
1.	Topik sesuai dengan lingkup pembelajaran siswa kelas IV.					

2.	Kegiatan dari materi yang dibuat sesuai dengan topik/tema di setiap unit.					
3.	Materi yang dibuat membantu meningkatkan motivasi siswa untuk berbicara bahasa Inggris.					
4.	Kegiatan yang dibuat secara berpasangan maupun berkelompok dapat meningkatkan kerja sama siswa.					
5.	Kegiatan di setiap unit menarik.					
6.	Materi yang dibuat sesuai dengan tingkat kemampuan siswa kelas IV.					
7.	Kegiatan yang ada dapat membantu dalam mengetahui kemampuan siswa dalam penguasaan materi.					
8.	Kegiatan yang dibuat sudah bervariasi.					
9.	Materi yang disusun sesuai dengan tingkat kesulitan dari yang lebih mudah ke yang lebih sulit.					
10.	Perintah dari setiap kegiatan sederhana dan jelas.					
11.	Contoh yang diberikan untuk mengerjakan tiap kegiatan sudah jelas dan mudah dipahami oleh siswa.					
12.	Materi dan kegiatan tiap unit sudah mencakup kegiatan yang sesuai dengan teori Total Physical Response.					
13.	Perintah yang digunakan sudah dapat dipahami oleh siswa.					
14.	Jenis huruf yang digunakan sudah sesuai dan jelas dibaca.					
15.	Gambar yang ada dapat membantu siswa untuk memahami materi yang dipelajari.					
16.	Metode pengerjaan dari tiap kegiatan					

	sudah bervariasi.					
<b>17.</b>	Kegiatan dalam tiap materi berhubungn dengan kegiatan sehari-hari.					
<b>18.</b>	Materi yang disusun dapat meningkatkan interaksi siswa berkomunikasi dengan teman.					
<b>19.</b>	Tata letak penyusunan materi sudah jelas dan menarik.					
<b>20.</b>	Gambar sudah jelas dan membantu siswa memahami petunjuk.					

C. Saran dan kritik secara umum terhadap materi yang telah dikembangkan.

1. Bagaimana pendapat Anda terhadap materi yang telah disusun?

.....

.....

.....

.....

2. Apa saja kekurangan yang terdapat dalam materi yang telah disusun?

.....

.....

.....

.....

3. Apa saran Anda untuk memperbaiki kekurangan tersebut?

.....

.....

.....

.....

### REKOMENDASI

Mengacu pada hasil penilaian di atas, maka dapat dinyatakan bahwa materi yang telah disusun:

- ☐ Layak tanpa revisi
- ☐ Belum layak
- ☐ Layak dengan revisi sebagai berikut:

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Yogyakarta,                      2014

Evaluators Materi,

\_\_\_\_\_

NIP.

Terima kasih

## **APPENDIX H**

### **THE RESULT OF THE EXPERT JUDGMENT**

```

RELIABILITY
/VARIABLES=Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q18 Q19 Q20
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE

/SUMMARY=MEANS VARIANCE.

```

## Reliability

[DataSet3] D:\Semester tua sekali\SKRIPSI SEMANGAT\hasil expert judgemen.sav

## Scale: ALL VARIABLES

Case Processing Summary			
		N	%
Cases	Valid	5	100.0
	Excluded <sup>a</sup>	0	.0
	Total	5	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics		
	Cronbach's Alpha Based on Standardized Items	N of Items
Cronbach's Alpha	.903	.902
		20

Item Statistics			
	Mean	Std. Deviation	N
Q1	4.8000	.44721	5
Q2	4.8000	.44721	5
Q3	4.6000	.54772	5
Q4	4.4000	.54772	5
Q5	4.8000	.44721	5
Q6	4.2000	.44721	5



Q7	4.2000	.44721	5
Q8	4.8000	.44721	5
Q9	4.2000	.44721	5
Q10	4.8000	.44721	5
Q11	4.2000	.44721	5
Q12	3.8000	.44721	5
Q13	4.2000	.44721	5
Q14	4.2000	.44721	5
Q15	4.8000	.44721	5
Q16	4.4000	.54772	5
Q17	4.8000	.44721	5
Q18	4.8000	.44721	5
Q19	4.4000	.89443	5
Q20	4.8000	.44721	5

**Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4.500	3.800	4.800	1.000	1.263	.099	20
Item Variances	.245	.200	.800	.600	4.000	.018	20

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
90.0000	34.500	5.87367	20

## **APPENDIX I**

### **THE SECOND DRAFT OF THE MATERIALS**

**APPENDIX J**

**THE IMPLEMENTATION QUESTIONNAIRE AND**

**OBSERVATION GUIDE**

## The Questionnaire for Evaluation

(Administered for the Students)

Adik-adik setelah adik-adik mendapatkan materi dan mengerjakan tugas-tugas bahasa Inggris yang kakak susun, kakak mohon bantuan adik-adik untuk mengisi angket ini. Angket ini digunakan untuk mengetahui apakah materi bahasa Inggris yang kakak susun sudah sesuai dengan minat dan kebutuhan adik-adik siswa kelas 4 SD Negeri Tempurejo 3.

Adik-adik diminta untuk mengisi pernyataan-pernyataan di bawah ini sesuai dengan keadaan adik-adik. Angket ini tidak akan mempengaruhi nilai adik-adik di kelas. Sebelum mengisi, bacalah petunjuk pengisian terlebih dahulu. Jika ada yang belum kalian mengerti, silakan tanyakan kepada kakak.

Terima kasih ☺

### A. Isilah titik-titik di bawah ini sesuai dengan identitasmu.

Nama : .....

Kelas : .....

Sekolah : .....

Alamat rumah : .....

### B. Berilah tanda centang (✓) pada kolom yang sesuai dengan keadaan adik-adik. Perhatikan petunjuk dan contoh pengisian terlebih dahulu.

#### Petunjuk pengisian:

**SS** : Sangat Sesuai dengan pernyataan yang ada

**S** : Sesuai dengan pernyataan yang ada

**R** : Ragu-Ragu dengan pernyataan yang ada

**TS** : Tidak Sesuai dengan pernyataan yang ada

**STS** : Sangat Tidak Sesuai dengan pernyataan yang ada

**Contoh pengisian:**

No.	Pernyataan	SS	S	R	TS	STS
1.	Materi dan tugas bahasa Inggris ini memotivasiku untuk berbicara menggunakan bahasa Inggris.	√				

Selamat mengerjakan.

No.	Pernyataan	SS	S	R	TS	STS
1.	Materi dan tugas bahasa Inggris ini memotivasiku untuk berbicara menggunakan bahasa Inggris.					
2.	Materi dan tugas-tugas ini membantuku untuk memahami ucapan-ucapan bahasa Inggris.					
3.	Tugas-tugas bahasa Inggris ini tidak terlalu sulit.					
4.	Tugas-tugas bahasa Inggris ini memotivasiku untuk belajar bahasa Inggris.					
5.	Kegiatan dalam materi bahasa Inggris ini bervariasi.					
6.	Kegiatan dalam materi bahasa Inggris ini menarik.					
7.	Tugas-tugas ini membantuku untuk berbicara menggunakan bahasa Inggris dengan teman.					
8.	Materi dalam tugas-tugas bahasa Inggris ini berhubungan dengan kehidupan sehari-hari.					
9.	Materi ini membantuku untuk memahami ungkapan-ungkapan bahasa Inggris yang digunakan sehari-hari.					
10.	Tugas-tugas bahasa Inggris ini sesuai dengan kemampuanku.					
11.	Topik dalam setiap unit/bab menarik.					
12.	Perintah yang digunakan sudah jelas.					
13.	Tugas-tugas ini membuatku lebih percaya diri untuk berbicara menggunakan bahasa Inggris.					
14.	Contoh-contoh yang diberikan membantuku memahami perintah dalam setiap tugas bahasa Inggris.					

15.	Perintah dan langkah-langkah pengerjaan tugas mudah untuk dipahami.					
16.	Saya suka gambar-gambar di dalam tugas-tugas bahasa Inggris ini.					
17.	Gambar-gambar yang digunakan membantuku memahami dalam mengerjakan tugas-tugas bahasa Inggris.					
18.	Pengerjaan tugas-tugas yang dilakukan secara berpasangan dan berkelompok membantuku lebih percaya diri untuk berbicara menggunakan bahasa Inggris.					
19.	Saya senang dengan tampilan materi dan tugas-tugas bahasa Inggris ini.					
20.	Jenis dan ukuran huruf sudah jelas untuk dibaca.					

Terima kasih

## The Observation Guide

### A. Isilah data observer berikut ini.

Nama : .....

Pendidikan : .....

B. Isilah tabel di bawah ini sesuai dengan keadaan siswa saat tryout materi listening – speaking “*Chit-Chat Program: Back to Nature*” berlangsung dengan mengisi jumlah anak pada kolom “Frekuensi jumlah siswa” dari pernyataan yang ada dan menuliskan kondisi siswa pada kolom “Uraian” berdasarkan ketentuan sebagai berikut:

(**Ya**) jika jawaban **Sesuai** dengan keadaan siswa saat tryout berlangsung.

(**Tidak**) jika jawaban **Tidak Sesuai** dengan keadaan siswa saat tryout berlangsung.

### Contoh pengisian:

No.	Pernyataan	Frekuensi jumlah siswa		Uraian
		Ya	Tidak	
1.	Siswa mengerjakan <i>activities</i> dengan sungguh-sungguh.	19	4	Sebagian kecil siswa mengerjakan <i>activities</i> dengan melihat punya teman. .....

No.	Pernyataan	Frekuensi jumlah siswa		Uraian
		Ya	Tidak	
1.	Siswa mengerjakan <i>activities</i> dengan sungguh-sungguh.			
2.	Siswa terlihat percaya diri saat mengerjakan <i>activities</i> .			
3.	Siswa terlihat kesulitan saat mengerjakan <i>activities</i> .			
4.	Siswa terlihat bosan saat mengerjakan <i>activities</i> .			

5.	Siswa mengerjakan <i>activities</i> dengan benar sesuai dengan perannya masing-masing.			
6.	Siswa berusaha menggunakan bahasa Inggris saat mengerjakan <i>activities</i> .			
7.	Siswa mengerjakan <i>activities</i> sesuai dengan waktu yang telah ditentukan.			
8.	Siswa yang diajak berbicara ( <i>addresser</i> ) mengerti informasi yang diberikan oleh siswa yang mengajak berbicara ( <i>addressee</i> ).			
9.	Aktivitas yang diberikan sesuai dengan topic pembelajaran.			
10.	Siswa memahami contoh dialog yang diberikan.			
11.	Kegiatan yang diberikan dapat membuat siswa berinteraksi dan berkomunikasi dengan teman menggunakan contoh ungkapan yang telah diajarkan.			
12.	Materi yang diajarkan sudah cukup melatih kemampuan siswa dalam aspek <i>listening</i> dan <i>speaking</i> .			
13.	Guru terlalu banyak memberikan saran yang dapat membingungkan siswa pada saat mengerjakan <i>activities</i> .			



<b>14.</b>	Guru memberikan feedback yang jelas.			
<b>15.</b>	Guru memberikan keterangan pada perintah dengan jelas.			

Terima kasih

# **APPENDIX K**

## **LESSON PLANS**

## LESSON PLAN FOR UNIT 1

School : SD Negeri Tempurejo 3  
 Class : IV  
 Skill : Listening - Speaking  
 Topic : Greeting, Introducing one self and others, asking for things  
 Time Allocation : 2 X 60 minutes

### I. STANDARD OF COMPETENCE

1. Responding by doing actions appropriately including: introducing one self and greeting
2. Responding by doing actions appropriately including: asking and giving things
3. Speaking along with actions appropriately, including: introducing one self, greeting.
4. Speaking along with actions appropriately, including: asking for things

### II. INDICATORS

1. 1. Identifying expressions of greeting.
1. 2. Identifying expressions of introducing one self and others.
- 2.1. Identifying expressions of asking for things
3. 1. Producing expressions of greeting appropriately.
3. 2. Producing expressions of introducing one self and others appropriately.
- 4.1. Producing expressions of asking for things appropriately.

### III. LEARNING MATERIALS

Language function	Grammar	Vocabulary	Expressions
1. Greeting 2. Introducing one self and others. 3. Asking for things.	-My name + is ....  Her/his name + is ....  - Can + I + have + O?	<i>Hello, hi, name, I, you, your, Good morning, good afternoon, how are you, fine, good, fine, Ok, fantastic, bye.</i>  <i>(vocabulary for decorating the class):</i>	<i>Expressions of greeting: Good morning Good afternoon Good evening Good night My name's... Hello, Jane. Hi, Kay. Her name is ...</i>

		<i>glue, crepe paper, tape, scissor.</i>	<i>His name is ...</i>  <i>Expressions of asking for things:</i> <i>Can I borrow your ..., please</i> <i>Can you lend me ..., please</i> <i>Can I have ....</i> <i>Here, you are.</i>
--	--	--	---

#### IV. MEDIA

Papers, scissors, pictures, glue, double tape, crepe papers, balloons.

#### V. METHOD

PPP (Presentation, Practice, Production)

#### VI. TEACHING LEARNING ACTIVITIES

##### A. Pre-teaching

##### PRESENTATION

##### Warming Up

1. Guru menyapa siswa dengan menggunakan ekspresi “Good afternoon/good morning, children”. Kemudian guru menanyakan kabar siswa dengan menggunakan ekspresi “How are you today?”
2. Guru memperkenalkan diri dengan menggunakan ekspresi “My name is ... and you can call me Miss...”

##### B. Whilst-teaching

##### Section #1

##### PRACTICE

##### More to Know

3. Setelah memperkenalkan diri, guru bertanya nama siswa satu per satu sesuai urutan tempat duduk.

## PRODUCTION

4. Pada siswa yang telah memperkenalkan diri, guru menyapa dengan ekspresi: “Hi, Dika. How do you do?” atau “Hello, Dika, how are you?”

## PRESENTATION

### List of Expressions

5. Guru mengajarkan beberapa ekspresi yang bisa digunakan untuk menyapa orang lain dan kapan penggunaan ekspresi tersebut secara tepat

### Let's sing

6. Guru menyanyi lagu “Good Afternoon” dan “How Are You?” tanpa menulis di papan. Siswa bernyanyi setelah guru memberi contoh..

### More to Know

7. Guru memberi contoh cara memperkenalkan orang lain dalam bahasa Inggris.

### List of Expressions

8. Guru mengajarkan ekspresi lain yang bisa digunakan untuk memperkenalkan orang lain.

## PRACTICE

### Fun Time

9. Siswa diajak keluar kelas membentuk lingkaran, kemudian guru memberikan instruksi cara melakukan permainan *Zip Zap*.

Prosedur Zip Zap Game:

- f. Siswa diatur membentuk lingkaran.
- g. Semula guru di tengah untuk menjadi “pemilih”
- h. Kemudian pemilih berkata “zip zap zip zap zip zip zap.....” sambil memutar, tangan menunjuk siswa satu per satu
- i. Apabila kata terakhir “zip” maka siswa yang ditunjuk menyebutkan nama teman di sebelah kiri-nya dengan berkata “his/her name is ....”  
Apabila kata terakhir “zap” maka siswa yang ditunjuk menyebutkan nama teman di sebelah kanan-nya dengan berkata “his/her name is ...”  
Siswa yang tidak salah menyebutkan nama teman/salah mengungkapkan/salah menunjuk kanan dan kiri, maka ia akan menjadi si “pemilih” menggantikan guru. Dan mulai berkata “zip zap zip zap...” dan menunjuk teman lainnya.

- j. Apabila si “pemilih” berkata “zip zap” dengan cepat, maka setiap siswa harus berpindah tempat namun tetap membentuk lingkaran. Jika ada yang tidak mendapatkan tempat, maka dia harus menjadi si “pemilih”.

## **PRODUCTION**

### **Act It Out**

10. Siswa mempraktekan cara memperkenalkan orang lain di depan kelas, sesuai contoh dalam gambar yang ada di halaman 6. Guru dapat memvariasi kegiatan ini.

## **Section #2**

## **PRESENTATION**

### **More to Know**

11. Guru memberi contoh cara meminta tolong dan merespon permintaan tersebut. Guru dapat menunjuk siswa untuk mempraktikannya di depan kelas.

### **List of Expressions**

12. Guru mengajarkan ekspresi lain yang bisa digunakan untuk meminta benda pada orang lain.

### **Let's Sing**

13. Siswa diajak bernyanyi “Can I have a pen?” untuk mempermudah mereka mengingat ekspresi yang telah dijelaskan sebelumnya.

## **PRACTICE**

### **Let's Try**

14. Siswa diminta mengerjakan task di halaman 9 dengan cara menghubungkan gambar dengan tulisan yang tertera di sebelah kanan. Setelah semua grup selesai mengerjakan, guru melatih pengucapan siswa dalam menyebutkan nama benda-benda tersebut.

## PRODUCTION

### Act It Out

15. Siswa diminta mempraktikkan apa yang tertera dalam gambar dan apa yang diucapkan untuk meminta benda sesuai gambar di halaman 7. Guru dapat membantu siswa membenarkan cara pengucapannya.

### Creative Hands

16. Pada kegiatan ini, siswa akan diajak untuk menghias kelas sambil mempraktekkan kemampuan bahasa Inggris mereka dalam meminta tolong.
17. Guru membagikan bahan-bahan untuk menghias kelas pada 3 grup dengan rincian:
  - Grup 1 mendapatkan: 1 gunting, 1 pak kertas krep, benang, 1 isolasi.
  - Grup 2 mendapatkan: 1 gunting, 6 balon, benang, 1 lem.
  - Grup 3 mendapatkan: 1 gunting, 12 kertas origami, benang, 1 double tip.
18. Tiap grup berkewajiban menghias wilayah masing-masing. Misalnya, grup 1 menghias bagian kanan kelas, grup 2 bagian belakang, dan grup 3 bagian kiri.
19. Setiap grup harus bertukar bahan-bahan yang tidak mereka punya. Saat bertukar ini, mereka harus menggunakan ekspresi meminta tolong, yang kemudian kegiatan ini akan mereka tulis di kolom yang telah disediakan. (Kolom/tabel merupakan lembar terpisah yang diberikan pada tiap grup. Contoh tabel ada pada buku siswa)
20. Setelah kelas selesai dihias, siswa menyerahkan kertas yang berisi kolom tersebut pada guru. Selanjutnya, guru dapat mengajak siswa bernyanyi. Misalnya: "If You're Happy"

### Post-teaching

#### What's Your Weather Today?

21. Sebelum mengakhiri pertemuan, siswa diminta untuk mengisi kotak "What's your weather today". Siswa dapat menempelkan stiker dengan ikon smiley yang ada di halaman selanjutnya.

## VII. REFERENCES

Lewis, G. and G. Bedson. 1999. *Games for Children*. Oxford: Oxford University Press.

## VIII. ASSESMENT

### Assessment rubric

Aspek	Uraian	Skor
Fluency	- Jika lancar dan tidak ada hambatan	4
	- Jika terdapat maksimal 5 kali jeda	3
	- Jika terdapat lebih dari 5 kali jeda.	2
	- Jika sering kali terputus-putus dan berhenti	1
Pronunciation	- Mudah dipahami dan memiliki aksen seperti <i>Received Pronunciation</i>	4
	- Mudah dipahami meskipun seperti aksen tertentu	3
	- Terdapat kesalahan pengucapan sehingga pendengar harus konsentrasi penuh	2
	- Tidak bisa dipahami karena terlalu banyak permasalahan pengucapan.	1



## LESSON PLAN FOR UNIT 2

School : SD Negeri Tempurejo 3  
 Class : IV  
 Skill : Listening - Speaking  
 Topic : Describing animals, fruit, and vegetables  
 Time Allocation : 3 X 50 minutes

### I. STANDARD OF COMPETENCE

5. Comprehending a very simple descriptive text about animals, fruit, and vegetables.
6. Expressing a very simple descriptive text about animals, fruit, and vegetables.

### II. INDICATORS

5. 1. Identifying names of animals based on the pictures.
5. 2. Identifying names of animals based on their sounds.
5. 3. Identifying names of the animals based on the characteristics.
- 5.4. Identifying names of fruit and vegetables based on the pictures.
- 5.5. Identifying names of fruit and vegetables based on their taste.
- 5.6. Identifying names of fruit and vegetables based on their characteristics
- 6.1. Pronouncing names of the animals correctly.
- 6.2. Imitating animal sounds.
6. 3. Mentioning animals' characteristics
- 6.4. Pronouncing names of fruit and vegetables correctly.
- 6.5. Mentioning fruit' and vegetables' characteristics

### III. LEARNING MATERIALS

<i>S + have/has + Adjective+ Noun</i>	<i>(animals)</i>
<i>S+ to be (is, am, are) + adjective</i>	<i>Dog, cow, owl, bird, goat, sheep, buffalo, chicken, hen, rooster, duck, snake, cat, mouse, elephant, lion, donkey, horse, rabbit, pig, frog, bee, bear.</i>

	<p><i>(animals' sounds)</i>  <i>Woof, moo, tweet, baa, cluck, quack, hiss, neigh, meow, squeak, oink, buzz, to who, hee haw, pawoo, grr, roar.</i></p> <p><i>(animals' characteristics)</i>  <i>Brown, white, black, grey, big, small.</i></p> <p><i>fruit and vegetables:</i>  <i>Apple, melon, watermelon, grape, orange, cabbage, carrot, broccoli, rice, bean, corn, long bean, papaya, jicama (yam), ambarella (kedondong), mango, water cherry, cucumber.</i></p> <p><i>Verbs:</i>  <i>Eat, has, fly, walk, jump.</i></p>
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#### IV. MEDIA

Pictures of animals, pictures of fruit and vegetables, pop up story book/puppets/ pictures and weird animals stickers

#### V. METHOD

PPP (Presentation, Practice, Production)

#### VI. TEACHING LEARNING ACTIVITIES

##### A. Pre-teaching

1. Guru menyapa siswa dengan menggunakan lagu "Good Afternoon" dan "How are you?"
2. Dilanjutkan dengan lagu "Head, Shoulders, Knees, and Toes" agar siswa bersemangat.

##### B. Whilst-teaching

##### Section #1

##### PRESENTATION

##### Warming Up

3. Guru dapat memulai membangun pengetahuan siswa dengan bertanya tentang hewan yang ada di sekitar mereka, misalnya hewan peliharaan, dll. Kemudian

dilanjutkan dengan guru menunjukkan beberapa gambar, siswa diminta menebak gambar tersebut. Guru membenarkan pengucapan siswa yang kurang tepat.

4. Setiap grup menebak gambar yang diberikan guru (sesuai dengan buku siswa), apabila grup tersebut dapat menjawab, poin mereka bertambah satu, sedangkan grup yang salah menyebut atau mengucapkan gambar yang ditunjukkan maka nilainya nol.

### **More to Know**

5. Siswa duduk membentuk lingkaran. Guru bertanya pada siswa tentang bagaimana suara hewan yang mereka dengar di sekitar mereka (bisa sambil menunjukkan gambar). Kemudian guru menjelaskan bagaimana suara hewan-hewan tersebut dalam bahasa Inggris. Siswa menirukan suara-suara hewan tersebut.

## **PRACTICE**

### **Let's Sing**

6. Agar lebih mudah mengingat bagaimana suara hewan, guru mengajari siswa lagu "The Animal Sound" (dapat dipelajari di vcd). Guru dapat menunjukkan gambar masing-masing hewan saat menyanyikan lagu, sehingga siswa lebih cepat memahami. Siswa kemudian menyanyikan lagu tersebut bersama.

## **PRODUCTION**

### **Fun Time**

7. Siswa diajak untuk bermain "The Communisound Game". Sebelum bermain, guru menjelaskan peraturan permainan.

Prosedur permainan:

- d) Siswa berdiri membentuk barisan lurus ke belakang sesuai kelompoknya.
- e) Guru akan membisikkan menyebutkan nama hewan dan meminta siswa untuk menirukan suara hewan tersebut pada siswa yang ada pada baris pertama. Siswa tersebut membisikkan suara hewan tersebut pada siswa yang berada di barisan kedua. Siswa di barisan kedua membisikkan suara hewan tersebut pada siswa di barisan ketiga, begitu seterusnya sampai suara hewan tersebut dibisikkan pada siswa di barisan terakhir. Selanjutnya, siswa di barisan terakhir harus berlari kemudian mengambil gambar hewan yang suaranya seperti yang telah ia dengar. Kemudian ia memberitahu apa nama hewan itu dan bagaimana suaranya.
- f) Setelah siswa pada baris terakhir tadi menjawab, siswa tersebut berpindah ke bagian paling depan barisan. Kemudian guru melanjutkan membisikkan nama hewan lain di barisan pertama kemudian siswa tersebut membisikkan suara hewan tersebut pada siswa di belakangnya. Demikian seterusnya sampai semua siswa mendapat giliran menjawab.

## PRESENTATION

### More to Know

8. Guru mengucapkan selamat datang pada siswa. Siswa duduk membentuk lingkaran. Guru bertanya pada siswa, apakah ada yang mempunyai sapi di rumah. Kemudian guru bertanya tentang ciri-ciri sapi tersebut. Misalnya bertanya tentang, apakah badannya besar atau kecil? Apa warna kulitnya? Berapa jumlah kakinya? Apa makanannya? dll, Kemudian guru menunjukkan gambar sapi, bertanya lagi tentang ciri-ciri sapi yang ada pada gambar. Membandingkan antara sapi yang dipunyai oleh siswa dengan yang ada pada gambar. Guru mengeluarkan lagi beberapa gambar hewan dan bersama-sama dengan siswa mengidentifikasi ciri hewan tersebut.

## PRACTICE

### Let's Try

9. Siswa duduk berkelompok, kemudian menyelesaikan task yang ada di halaman 21-22. Setelah selesai, hasil pekerjaan diserahkan pada guru. Tiap nomor yang benar akan mendapatkan 1 poin. Jika salah maka nilainya nol. Kemudian tiap nomor akan dibahas bersama.

## PRODUCTION

### Fun Time

10. Siswa diajak untuk bermain “Who am I?” game. Sebelum bermain, guru menjelaskan peraturan permainan.

Prosedur permainan:

- f) Siswa duduk berkelompok. Guru mencotohkan cara menyebutkan ciri-ciri hewan tanpa menunjukkan gambar. Misalnya: I have two legs. I have wings but cannot fly. I have one beak. I eat corn and rice. Who am I?
- g) Siswa yang bisa menjawab mengangkat tangan kemudian menyebutkan nama hewan tersebut. Jika jawaban benar, poin grup-nya akan bertambah. Jika salah, kesempatan menjawab diberikan pada kelompok lain.
- h) Guru memberikan contoh 3 sampai 4 kali, kemudian meminta salah satu anggota kelompok untuk menjadi pembicara di depan menggantikan guru. Sebelum berbicara, guru memberikan gambar hewan yang harus ditebak pada pembicara. Kemudian menutup gambar tersebut kembali.
- i) Siswa pembicara mulai menyebutkan ciri-ciri hewan. Siswa yang bisa menjawab mengangkat tangan kemudian menyebutkan nama hewan tersebut. Jika jawaban benar, poin grup-nya akan bertambah. Jika salah, kesempatan menjawab diberikan pada kelompok lain.

- j) Guru memanggil perwakilan dari kelompok lain untuk jadi pembicara. Siswa tersebut diberi gambar hewan yang harus ditebak. Siswa pembicara mulai menyebutkan ciri-ciri hewan. Siswa yang bisa menjawab mengangkat tangan kemudian menyebutkan nama hewan tersebut. Jika jawaban benar, poin grupnya akan bertambah. Jika salah, kesempatan menjawab diberikan pada kelompok lain. Begitu seterusnya.

### **Let's Try**

11. Masih secara berkelompok, guru memberi 3 gambar berbeda pada masing-masing kelompok. Satu gambar menjadi tanggung jawab dari 2-3 orang anggota. Siswa diminta untuk menjelaskan ciri-ciri dari gambar yang mereka bawa. Tiap gambar yang dapat diidentifikasi dengan benar akan mendapatkan tambahan 1 poin.

### **Story corner**

(Media: buku cerita berbetuk pop up atau wayang ketas atau gambar)

12. Guru bertanya pada siswa apakah mereka suka mendengarkan cerita, juga bisa bertanya hal lain yang berhubungan dengan cerita yang akan disampaikan, misalnya apakah mereka pernah pergi ke kebun binatang, hewan apa saja yang ada di kebun binatang, dll. Setelah itu, guru dapat mulai bercerita. Cerita yang akan disampaikan berjudul "A Very Weird Zoo". Saat mendengarkan cerita yang disampaikan oleh guru, siswa diharapkan mampu mengidentifikasi nama, ciri-ciri, dan suara hewan yang aneh dalam cerita tersebut. Kemudian menempelkan gambar masing-masing hewan pada kolom yang tersedia di Students' book halaman 24 – 26.
13. Setelah siswa selesai mendengarkan cerita dan mengisi kolom dalam buku mereka sesuai dengan cerita tersebut, guru mengecek kembali pemahaman siswa tentang cerita tersebut, bertanya tentang hewan apa saja yang ada di "Funtastic Zoo", bertanya tentang ciri-cirinya, dll. Kemudian guru dapat mengajak siswa untuk bernyanyi "Three Bears" bersama-sama dengan gerakan.

## **Section #2**

### **PRESENTATION**

#### **Warming Up**

14. Guru menunjukkan beberapa gambar buah dan sayuran, siswa menebak apa nama buah dan sayuran tersebut. Guru membenarkan cara pengucapan nama buah dan sayuran tersebut dengan benar, kemudian siswa mengikuti.

## PRACTICE

### Fun Time

15. Siswa diajak bermain “What fruit is it?”. Sebelumnya guru menjelaskan peraturan permainan dan mencontohkannya pada siswa. Prosedur permainannya adalah sebagai berikut:
  - h) Sediakan gambar buah dan sayur sebanyak jumlah siswa, sediakan juga beberapa kertas dengan gambar “tanda tanya/?”
  - i) Letakkan gambar-gambar tersebut terbalik (tidak terlihat gambarnya) di meja.
  - j) Siswa berdiri mengelilingi meja.
  - k) Siswa berputar mengelilingi meja sambil bernyanyi “One Little Indian” dengan modifikasi kata *Indian* diganti dengan nama buah atau sayur. Contoh: One little, two little, three little strawberries. Four little, five little, six little strawberries. Seven little, eight little, nine little strawberries....
  - l) Sebelum lagu berakhir, guru berkata “STOP”. Kemudian, siswa segera berhenti dan mengambil satu gambar yang ada di meja. Kemudian semua siswa membuka gambar yang mereka peroleh.
  - m) Siswa yang mempunyai atau mendapatkan kertas dengan gambar “tanda tanya/?” harus menyebutkan nama buah atau sayuran yang ada di sebelah kanan dan kirinya. Dengan berkata: “This is .... and this is ....”
  - n) Apabila siswa tersebut salah menyebutkan nama buah dan sayuran, dia harus keluar dari permainan. Apabila benar, siswa dapat ikut melanjutkan permainan. Kemudian, permainan dilakukan kembali.

## PRESENTATION

### More to Know

16. Setelah permainan selesai, siswa dapat duduk berkelompok sesuai kelompok masing-masing. Kemudian guru bertanya apakah ada yang pernah makan buah stroberi, apakah mereka suka buah stroberi. Guru mengambil gambar buah stroberi, lalu bertanya, apa warna buah stroberi? Apakah stroberi buah yang besar atau kecil? Bagaimana rasa buah stroberi? Kemudian guru menjelaskan tentang warna, rasa dan ukuran buah stroberi tersebut, sambil membenarkan cara pengucapan siswa.

Guru mengeluarkan gambar buah lain (misalnya jeruk) kemudian kembali bertanya pada siswa tentang warna, ukuran dan rasa buah tersebut. Dilanjutkan dengan guru menjelaskan tentang buah tersebut.

Selanjutnya, guru menunjukkan beberapa warna dan siswa mencoba menebaknya. Guru menjelaskan sambil membenarkan cara pengucapan siswa.

Setelah menjelaskan tentang warna, kemudian guru mengeluarkan lima gambar buah dan sayuran yang memiliki rasa yang berbeda, misalnya: apel=manis

(sweet), jeruk=asam (sour), cabai=pedas (spicy), kol/kubis=hambar (plain), dan pare=pahit (bitter). Guru mengucapkan nama dan rasa buah dan sayur kemudian diikuti oleh siswa.

Kemudian, guru menunjukkan perbandingan antara buah cherry=kecil dan semangka=besar. Guru membantu siswa dalam mengucapkan kata “big” dan “small” dengan benar.

## **PRACTICE**

### **Let’s Try**

17. Guru mempersiapkan 8 jenis buah dan sayur dalam bentuk stiker. Masing-masing kelompok mendapatkan 8 stiker tersebut. Selanjutnya, guru akan menyebutkan ciri-ciri buah atau sayur tertentu. Tugas siswa adalah menebak buah atau sayur apa yang dimaksud oleh guru, kemudian menempelkan stiker buah atau sayur tersebut di dalam kolom yang ada di halaman 30. Siswa bekerja dengan kelompok masing-masing.

## **PRODUCTION**

### **Act It Out**

18. Setiap orang di masing-masing grup menjelaskan nama dan ciri-ciri buah yang telah disediakan gambarnya di halaman 31. Kelompok dengan penjelasan yang baik mendapatkan skor lebih banyak.

## **Post-teaching**

### **What’s Your Weather Today?**

19. Sebelum mengakhiri pertemuan, siswa diminta untuk mengisi kotak “what’s your weather today”. Siswa dapat menempelkan stiker dengan ikon smiley yang ada di halaman selanjutnya.

Kemudian, guru memberitahukan pada siswa apa yang mereka perlu bawa pada pertemuan selanjutnya. (lihat pada unit 3)

20. Guru menyampaikan leave taking, kemudian mengajak siswa bernyanyi “Hip Hip Hurray” yang dilanjutkan dengan “Goodbye song”

## **IX. REFERENCES**

Lewis, G. and G. Bedson. 1999. *Games for Children*. Oxford: Oxford University Press.

## X. ASSESMENT

### Assessment rubric

Aspek	Uraian	Skor
Fluency	- Jika lancar dan tidak ada hambatan	4
	- Jika terdapat maksimal 5 kali jeda	3
	- Jika terdapat lebih dari 5 kali jeda.	2
	- Jika sering kali terputus-putus dan berhenti	1
Pronunciation	- Mudah dipahami dan memiliki aksen seperti <i>Received Pronunciation</i>	4
	- Mudah dipahami meskipun seperti aksen tertentu	3
	- Terdapat kesalahan pengucapan sehingga pendengar harus konsentrasi penuh	2
	- Tidak bisa dipahami karena terlalu banyak permasalahan pengucapan.	1



### LESSON PLAN FOR UNIT 3

School	: SD Negeri Tempurejo 3
Class	: IV
Skill	: Listening - Speaking
Topic	: ask someone to do something, tell someone that you are able to or not able to do something
Time Allocation	: 2 X 60 minutes

#### I. STANDARD OF COMPETENCE

7. Responding by doing actions appropriately based on the instruction.
8. Responding by doing actions appropriately including: telling someone that we are able to or not be able to do something.
9. Speaking along with actions appropriately, including: giving instructions.
10. Speaking along with actions appropriately, including: telling someone that we are able to or not be able to do something.

#### II. INDICATORS

7. 1. Identifying expressions of how to ask someone to do something.
8. 1. Identifying expressions of how to tell someone that we are able to or not be able to do something.
9. 1. Producing expression of how to ask someone to do something.
10. 1. Producing expressions of how to tell someone that we are able to or not be able to do something.

#### III. LEARNING MATERIALS

1. Ask someone to do something. 2. Tell someone that we are able to or not able to do something.	VI + O	<i>Salt, brown sugar, chilli.</i>  <i>Knife, pestle and mortar, mat.</i>  <i>Verbs:</i> <i>Grind, peel, cut slice,,organize, wash, clean, sweep, eat, drink, help, ask, pass, take, put, give.</i>	<i>Expressions of asking someone to do something:</i>  <i>Peel the mango.</i> <i>Grind the chilly, salt and brown sugar.</i> <i>Cut the cucumber.</i>  <i>Expressions of telling someone that we are able to or not be able to do something:</i> <i>Yes, sure.</i> <i>Okay.</i>
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			Here it is. I'm sorry. It's too far from me. I'm sorry. I can't. I'm sorry. I have another job to do.
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#### IV.MEDIA

Pictures,Javanese pestles and mortars, kinds of fruit, mat, banana leaves, brooms

#### V.METHOD

PPP (Presentation, Practice, Production)

#### VI. TEACHING LEARNING ACTIVITIES

##### A. Pre-teaching

1. Guru menyapa siswa dengan menggunakan lagu “Good Afternoon” dan “How are you?”
2. Dilanjutkan dengan lagu “Head, shoulders, knees, and toes” agar siswa bersemangat.
3. Guru bertanya tentang kabar siswa dan apa yang telah mereka pelajari pada pertemuan sebelumnya. Kemudian memberikan gambaran apa yang akan siswa pelajari pada pertemuan kali ini. Dan juga, guru bertanya apakah masing-masing kelompok sudah membawa barang-barang yang telah diminta pada pertemuan sebelumnya.

##### B. Whilst-teaching

##### Section #1

#### PRESENTATION

##### Warming Up

4. Siswa diajak bermain “Fruit in the middle”. Sebelum melakukan permainan ini,yang harus dipersiapkan guru adalah: gambar buah (flash cards) 25 buah untuk satu grup, dadu dengan salah satu sisinya bergambar bintang (guru dapat membuat sendiri menggunakan kertas karton). Berikut adalah prosedur permainan “Fruit in the middle”.

a. Masing-masing anak yang akan mengikuti permainan diberi 3 gambar buah.

b. Siswa melempar dadu dengan ketentuan:

Jika angka dadu	
1 atau 2	siswa yang melempar dadu memberikan 1 gambar buahnya pada pemain di sebelah kirinya.
3 atau 4	siswa yang melempar dadu memberikan 1 gambar buahnya pada pemain di sebelah kanannya.
5	siswa yang melempar dapat menyimpan gambar buahnya.
☆ (bintang)	siswa yang melempar dadu harus meletakkan 1 gambar buah di tengah.

c. Jika siswa melempar dadu dan yang keluar adalah angka 1, 2, 3 atau 4, maka siswa di sebelah kanan/kirinya (sesuai ketentuan di atas) mengatakan “*Please give me one fruit*”, “*Can you give me one fruit, please?*”. Siswa yang mendapatkan dadu bintang, dan harus meletakkan gambar buahnya di tengah, maka selanjutnya dia keluar dari permainan, tidak boleh mengikuti permainan lagi.

d. Siswa yang sudah tidak mempunyai gambar lagi, maka dia tidak boleh melempar dadu, namun dia tidak keluar dari permainan karena ada kemungkinan dia mendapatkan gambar buah dari teman yang lain. Bila hanya tersisa satu siswa yang mempunyai gambar buah, maka dia-lah yang menjadi pemenangnya.

### **More to Know**

5. Guru mengajarkan bagaimana cara memberi instruksi atau perintah serta respon apakah orang yang diminta melakukan sesuatu tersebut bisa atau tidak dalam bahasa Inggris. Guru dapat mengajak siswa untuk mempraktikkannya di depan kelas secara bergantian. Guru memperhatikan cara pengucapan kata (pronunciation), pilihan kata (vocabulary), dan respon siswa.

### **List of Expressions**

6. Guru mengajarkan beberapa ekspresi cara meminta orang lain untuk melakukan sesuatu (memberi perintah) dan respon orang yang diberi instruksi, baik yang bisa ataupun tidak bisa melakukan instruksi tersebut

### **More to Know**

7. Guru memberikan contoh suatu resep masakan yang ada di halaman 39. Kemudian menjelaskan beberapa benda dan kata kerja yang telah digaris bawahi.

## **PRACTICE**

### **Let's Try**

8. Siswa diminta menghubungkan gambar dan nama benda yang tertera di sebelah kiri, pada halaman 36. Setelah siswa selesai mengerjakan, guru mengajak siswa untuk menyebutkan nama benda tersebut. Guru membenarkan pengucapan nama benda yang salah.

### **Fun Time**

9. Siswa diajak bermain “Robot Action” game. Sebelum permainan dimulai guru harus menyiapkan: beberapa macam buah sungguhan, pisau (knife), tempat buah (jar), layah dan cobek (mortar and pestle), gula jawa (brown sugar), garam (salt), cabai (chili). Berikut adalah prosedur permainan “robot action”:

- a. siswa berdiri berurutan memanjang sesuai dengan kelompoknya masing-masing.
- b. guru akan memberikan instruksi pada masing-masing siswa di barisan pertama. Siswa harus melakukan apa yang diinstruksikan dengan gaya kaku seperti robot. Misalnya guru mengintruksi: say “I am a robot”, maka siswa harus mengikutinya

dengan menggerakkan tangan seperti robot. Kemudian siswa diberisan pertama diperintahkan untuk mengambil benda yang ada diseberang mereka, guru dapat mengatakan, “Take the mortar and the pestle”.

c. selanjutnya siswa dibarisan pertama mundur, dan siswa yang ada dibarisan kedua maju dan guru kembali memberikan instruksi untuk mereka, misalnya: “Pass me the salt”, “Give me the brown sugar”, dan lain-lain, begitu seterusnya.

d. siswa yang sudah mendapat giliran menjadi robot boleh bergantian memberikan instruksi pada temannya, guru dapat membantu siswa yang akan memberikan instruksi.

## **PRODUCTION**

### **Act It out**

10. Siswa diminta untuk mempraktekkan gambar dan mengucapkan ekspresi meminta benda yang kira-kira sesuai dengan gambar di halaman 42 dan merespon apakah mereka bisa atau tidak melakukan instruksi tersebut.

### **Act It Out**

11. Siswa diminta untuk mempraktekkan gambar dan mengucapkan instruksi apa yang kira-kira sesuai dengan gambar di halaman 43 dan merespon apakah mereka bisa atau tidak melakukan instruksi tersebut.

## **Section #2**

### **Fun Time**

12. Kegiatan berikutnya adalah membuat rujak. Sebelum memulai kegiatan ini, guru menanyakan perlengkapan yang telah dibawa siswa, misalnya: cobek (mortar), tikar (mat), daun pisang (banana leaves), dan baskom (jar). (kegiatan ini dapat dilakukan di dalam maupun diluar kelas).

Selanjutnya guru mengeluarkan aneka macam buah yang akan dibuat rujak. Guru menunjukkan masing-masing buah tersebut dan menanyakan pada siswa apa nama buah yang dibawa. Selain buah-buahan, guru juga menunjukkan bahan-bahan untuk membuat sambal rujak, lalu menanyakan apa nama bahan tersebut. Guru membenarkan cara pengucapan siswa. Kemudian, guru meminta ketua masing-masing grup untuk maju untuk mendapatkan bahan-bahan rujak.

Grup 1: mentimun (cucumber), apel (apple), gula jawa (brown sugar)

Grup 2: pepaya (papaya), belimbing (star fruit), cabai (chili)

Grup 3: melon (melon), mangga (mango), garam (salt)

Setelah mendapatkan bagian masing-masing, guru menjelaskan bahwa tiap kelompok harus meminta bahan-bahan yang belum mereka punya pada kelompok lain. Sambil meminta bahan-bahan tersebut, siswa mengisi tabel yang ada di halaman 44-45 (student's book).

Tiap anak dalam grup, baik ketua atau anggota harus bisa memberi instruksi pada teman lainnya agar pembuatan rujak tebagi dengan jelas dan cepat. Saat memberi

instruksi tersebut, siswa mengisi tabel di halaman 45 (student's book) dan mencatat apakah yang ia beri instruksi dapat melakukan instruksinya tersebut atau tidak. Pembagian tugas tiap anggota: pembuat sambal, pengupas buah, pencuci buah, pemotong buah, pembuat tempat rujak dari daun pisang, penata tikar.

### **Let's Eat**

13. Setelah semua rujak selesai dibuat, siswa menatanya ditengah, dikelilingi masing-masing kelompok. Sebelum mulai menikmati rujak, guru mengajak siswa untuk berdoa terlebih dahulu, kemudian rujak dinikmati bersama-sama.

Setelah selesai menikmati rujak, ketua kelompok berkewajiban menginstruksi anggotanya untuk membersihkan kelas/halaman yang digunakan. Pembagian tugas diserahkan pada ketua.

### **Post-teaching**

#### **What's Your Weather Today?**

14. Sebelum mengakhiri pertemuan, siswa diminta untuk mengisi kotak "what's your weather today". Siswa dapat menempelkan stiker dengan ikon smiley yang ada di halaman selanjutnya.

Guru memberitahukan pada siswa bahwa pada pertemuan selanjutnya, siswa wajib menampilkan sesuatu (lagu, gerak dan lagu, ataupun drama) di depan kelas. Jadi tugas siswa adalah menentukan apa yang akan mereka tampilkan besok dan berlatih di rumah.

15. Guru menyampaikan leave taking, kemudian mengajak siswa bernyayi "Hip Hip Hurray" yang dilanjutkan dengan "Goodbye song"

## LESSON PLAN FOR UNIT 4

School	: SD Negeri Tempurejo 3
Class	: IV
Skill	: Listening - Speaking
Topic	: Reviewing all the materials
Time Allocation	: 2 X 60 minutes

### I. MEDIA

A simple map treasure, origami papers, hvs papers, pencil/colour pencil/spidol.

## II. TEACHING LEARNING ACTIVITIES

### A. Pre-teaching

1. Guru menyapa siswa dengan menggunakan lagu “Good Afternoon” dan “How are you?”
2. Dilanjutkan dengan lagu “Head, shoulders, knees, and toes” agar siswa bersemangat.
3. Guru menjelaskan tentang apa yang akan siswa lakukan hari ini, mengingatkan siswa bahwa mereka akan tampil di depan kelas, dan bertanya apakah mereka sudah siap.

### B. Whilst-teaching

#### Warming Up

4. Siswa diajak keluar kelas dan bernyayi “If You’re Happy”.
5. Guru memberikan penjelasan bahwa hari ini siswa akan melakukan “treasure hunting” yang mana setiap kelompok akan di berikan peta sederhana yang terdiri dari 4 pos, dan di masing-masing pos, siswa harus berhenti dan melakukan tugas-tugas tertentu.

#### Post 1

#### Fun Time

6. Siswa diajak bermain “identity swap”. Berikut adalah cara bermainnya:

- a. Semua anak berdiri membentuk lingkaran. Tiap-tiap anak harus menyiapkan nama baru dan umur mereka. Mereka boleh menggunakan nama apa saja dan umur berapa saja.
- b. Guru memulai memperkenalkan diri untuk memberi contoh, misalnya: *My name is Sherina. I'm ten.*
- c. Kemudian guru menunjuk salah satu anak, yang mana anak tersebut harus menyebutkan identitas barunya, dan identitas yang menunjukknya, misalnya: *My name is Robert. I'm seven. Her name is Sherina. She is ten.*
- d. Selanjutnya siswa yang telah menyebutkan identitas barunya menunjuk siswa lainnya. Siswa yang ditunjuk kemudian menyebutkan identitas barunya dan identitas teman yang telah menunjukknya. Begitu seterusnya.
- e. Siswa dapat mencatat identitas baru teman-temannya agar mudah diingat pada halaman 51-51.

### Let's Sing

7. Siswa diajak bernyanyi "Hello, how are you?"

### Post 2

### Fun Time

8. Siswa diajak bermain "fast, freaky animals" game. Sebelum memulai permainan ini, guru harus mempersiapkan kertas hvs kosong sebanyak jumlah siswa dan pensil atau pensil warna atau spidol. Berikut adalah prosedur permainan "fast, freaky animals":
  - a. Siswa berbaris memanjang sesuai kelompoknya.
  - b. Di depan tiap barisan di letakkan beberapa kertas hvs kosong sesuai jumlah anggota tiap kelompok. Sedangkan pensil/ pensil warna/ spidol diletakkan di seberang barisan.
  - c. Jika guru mengatakan *Go!* maka tiap anak yang ada di barisan pertama berlari mengambil pensil/ pensil warna/ spidol yang ada di seberang kemudian kembali ke tempat untuk bersiap menggambar.
  - d. Selanjutnya guru akan memberikan instruksi hewan apa yang harus digambar oleh siswa, misalnya: *I want you to draw a lion. It has three legs and a long tail. Go!*
  - e. Siswa menggambar hewan sesuai instruksi guru. Jika guru mengatakan *Stop!* Maka semua siswa berhenti menggambar dan berlari mengembalikan pensil di seberang kemudian menuju ke barisan belakang.
  - f. Siswa yang ada di barisan selanjutnya melakukan seperti yang dilakukan siswa sebelumnya di kertas berbeda. Begitu seterusnya.
  - g. Setelah semua siswa mendapat giliran menggambar hewan anehnya masing-masing, tiap kelompok harus menceritakan hewan yang telah mereka gambar.

### Post 3

#### Let's Sing

9. Siswa diajak bernyanyi “Red, Yellow, Blue, and Green”. Sebelum mengajak siswa bernyanyi, guru menyiapkan beberapa kertas lipat beraneka warna. Nantinya saat bernyanyi guru menunjukkan kertas lipat yang warnanya sesuai dengan lirik lagunya.

#### Fun Time

10. Siswa diajak bermain “Salad Fool”. Permainan ini membutuhkan konsentrasi karena sambil mendengarkan guru, siswa juga harus mengisi worksheet yang ada di halaman 50. Berikut adalah prosedur permainannya:
- Siswa diberi penjelasan bahwa mereka akan mendengarkan resep cara membuat “a dessert- salad fool”. Guru akan membacakan teks tiga kali.
  - Saat mendengarkan teks pertama kali, siswa diminta untuk mengisi worksheet bagian A.

Right, everyone. Are we ready? Today we are going to make a dessert – salad fool. It's yummy! You can make salad fool with any kinds of fruit and vegetables.

Now, here's what we need

- |                   |             |
|-------------------|-------------|
| - 2 apples        | - 2 carrots |
| - 1 cucumber      | - 1 tomato  |
| - 2 star fruit    | - 1 mango   |
| - 12 strawberries | - ice cream |
| - Grape           | - sugar     |

- d. Selanjutnya, guru membacakan teks bagian B dan siswa bersiap mengisi worksheet bagian B. Caranya yaitu dengan menuliskan bahan-bahan apa saja yang perlu dipotong, dikupas, dll, sesuai worksheet yang telah tersedia.

Ok, now, are we ready? Let's go.

- Cut the strawberries into two.
  - Peel the starfruit, mango, carrots, and cucumber.
  - Cut the apples and tomato into pieces.
  - Put the strawberries, apples, and tomato in a bowl.
  - Now, grind the starfruit, mangos, carrots, cucumber, and sugar into one.
  - Mix them all and add some ice cream.
- Mmmm.... It's really yummy. Can't wait to try it.

- e. Guru membacakan teks A dan B lagi untuk memberikan kesempatan pada siswa agar bisa meneliti pekerjaannya.



- f. Setelah semua kelompok selesai, guru meminta perwakilan dari tiap grup untuk membacakan hasilnya di depan kelas. Grup dengan hasil yang sempurna mendapatkan poin lebih banyak.

#### Post 4

#### Fun Time

11. Di post terakhir ini, setiap grup harus menampilkan lagu/gerak dan lagu di depan grup yang lain. Siswa diberi waktu sekitar 15 menit untuk mempersiapkan apa yang akan mereka tampilkan. Guru dapat mengundi urutan kelompok yang akan menampilkan nyanyian mereka.
12. Setelah semua siswa selesai menampilkan pertunjukkan masing-masing, guru bertanya apa yang siswa dapat hari ini. Kemudian guru menjelaskan bahwa persahabatan dan kebersamaan adalah harta paling berharga dan kebahagiaan tidak bisa dibeli dengan apapun.

#### Post-teaching

#### What's Your Weather Today?

14. Sebelum mengakhiri pertemuan, siswa diminta untuk mengisi kotak "what's your weather today". Siswa dapat menempelkan stiker dengan ikon smiley yang ada di halaman selanjutnya.
15. Guru menyampaikan leave taking, kemudian mengajak siswa bernyayi "Hip Hip Hurray" yang dilanjutkan dengan "Goodbye song"

### III. REFERENCES

Lewis, G. and G. Bedson. 1999. *Games for Children*. Oxford: Oxford University Press.

### IV. ASSESMENT

#### Assessment rubric

Aspek	Uraian	Skor
Fluency	- Jika lancar dan tidak ada hambatan	4
	- Jika terdapat maksimal 5 kali jeda	3
	- Jika terdapat lebih dari 5 kali jeda.	2
	- Jika sering kali terputus-putus dan berhenti	1

Pronunciation	- Mudah dipahami dan memiliki aksen seperti <i>Received Pronunciation</i>	4
	- Mudah dipahami meskipun seperti aksen tertentu	3
	- Terdapat kesalahan pengucapan sehingga pendengar harus konsentrasi penuh	2
	- Tidak bisa dipahami karena terlalu banyak permasalahan pengucapan.	1

**APPENDIX L**

**THE RESULT OF THE THIRD QUESTIONNAIRE AND**

**OBSERVATION SHEET**

**APPENDIX L**

**THE RESULT OF THE THIRD QUESTIONNAIRE AND**

**OBSERVATION SHEET**

## RELIABILITY

```

/VARIABLES=Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q18 Q19 Q20
/SCALE('ALL VARIABLES') ALL
/MODEL=ALPHA
/STATISTICS=DESCRIPTIVE SCALE

```

```

/SUMMARY=MEANS VARIANCE.

```

## Reliability

### Notes

Output Created		10-Jan-2014 21:08:58
Comments		
Input	Active Dataset	DataSet0
	Filter	<none>
	Weight	<none>
	Split File	<none>
	N of Rows in Working Data File	23
	Matrix Input	
Missing Value Handling	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics are based on all cases with valid data for all variables in the procedure.
Syntax		RELIABILITY /VARIABLES=Q1 Q2 Q3 Q4 Q5 Q6 Q7 Q8 Q9 Q10 Q11 Q12 Q13 Q14 Q15 Q16 Q17 Q18 Q19 Q20 /SCALE('ALL VARIABLES') ALL /MODEL=ALPHA /STATISTICS=DESCRIPTIVE SCALE /SUMMARY=MEANS VARIANCE.
Resources	Processor Time	00:00:00.016
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## Scale: ALL VARIABLES

### Case Processing Summary

		N	%
Cases	Valid	23	100.0
	Excluded <sup>a</sup>	0	.0
	Total	23	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.800	.830	20

#### Item Statistics

	Mean	Std. Deviation	N
Q1	4.6087	.49901	23
Q2	4.9565	.20851	23
Q3	4.2174	.99802	23
Q4	4.6522	.71406	23
Q5	4.5652	.72777	23
Q6	4.6957	.55880	23
Q7	4.6522	.64728	23
Q8	4.2174	.85048	23
Q9	4.3913	.58303	23
Q10	4.6087	.58303	23
Q11	4.3478	.64728	23
Q12	4.6957	.55880	23
Q13	4.6087	.49901	23
Q14	4.6522	.48698	23
Q15	4.7826	.42174	23
Q16	4.3913	.78272	23
Q17	4.8261	.38755	23
Q18	4.7391	.54082	23

Q19	4.6522	.48698	23
Q20	4.6957	.55880	23

**Summary Item Statistics**

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	4.598	4.217	4.957	.739	1.175	.038	20
Item Variances	.373	.043	.996	.953	22.909	.047	20

**Scale Statistics**

Mean	Variance	Std. Deviation	N of Items
91.9565	31.134	5.57982	20

### Observation Result of Unit 1

Nama : Novi Santika

Pendidikan : S-1

No.	Pernyataan	Frekuensi jumlah siswa		Uraian
		Ya	Tidak	
1.	Siswa mengerjakan <i>activities</i> dengan sungguh-sungguh.	10	13	Beberapa siswa masih bertanya temannya karena tidak mengerti apa yang harus dikerjakan.
2.	Siswa terlihat percaya diri saat mengerjakan <i>activities</i> .	7	16	Banyak siswa yang kurang percaya diri saat melakukan aktifitas, karena setiap kegiatan baru bagi mereka
3.	Siswa terlihat kesulitan saat mengerjakan <i>activities</i> .	20	3	Hampir semua siswa belum bisa mengerjakan aktifitas yang baru. Mereka bertanya pada teman lain dan guru.
4.	Siswa terlihat bosan saat mengerjakan <i>activities</i> .	-	23	Setiap kegiatan adalah sesuatu yang baru dan menyenangkan. Mereka mengikuti tiap kegiatan dengan semangat.
5.	Siswa mengerjakan <i>activities</i> dengan benar sesuai dengan perannya masing-masing.	15	8	Saat mendekorasi kelas, sebagian besar siswa sudah mengerti peran masing-masing. Tapi banyak siswa yang masih salah mengucapkan ekspresi yang diajarkan.
6.	Siswa berusaha menggunakan bahasa Inggris saat mengerjakan <i>activities</i> .	13	10	Sudah banyak siswa yang mencoba berbicara dengan teman menggunakan bahasa Inggris, namun masih salah pengucapannya.
7.	Siswa mengerjakan <i>activities</i> sesuai dengan waktu yang telah ditentukan.	9	14	Banyak siswa memerlukan waktu yang lebih lama untuk mengerjakan aktifitas karena mereka butuh waktu untuk mengerti benar.
8.	Siswa yang diajak berbicara ( <i>addresser</i> ) mengerti informasi	5	18	Banyak siswa yang harus bertanya berkali-kali pada si



	yang diberikan oleh siswa yang mengajak berbicara ( <i>addressee</i> ).			pembicara untuk mengerti apa yang dimaksudkan.
9.	Aktivitas yang diberikan sesuai dengan topic pembelajaran.	23	-	Semua aktifitas menyenangkan dan tidak membosankan.
10.	Siswa memahami contoh dialog yang diberikan.	20	3	Sebagian besar siswa sudah mengerti contoh yang diajarkan, namun mereka seringkali salah dalam pengucapannya.
11.	Kegiatan yang diberikan dapat membuat siswa berinteraksi dan berkomunikasi dengan teman menggunakan contoh ungkapan yang telah diajarkan.	20	3	Kegiatan yang diberikan membuat siswa banyak berlatih tentang ekspresi yang diajarkan.
12.	Materi yang diajarkan sudah cukup melatih kemampuan siswa dalam aspek <i>listening</i> dan <i>speaking</i> .	17	6	Kemampuan mendengarkan dan berbicara anak banyak dilatih oleh kegiatan yang mereka lakukan.
13.	Guru terlalu banyak memberikan saran yang dapat membingungkan siswa pada saat mengerjakan <i>activities</i> .	-	23	Guru sudah cukup memberikan contoh pada siswa.
14.	Guru memberikan feedback yang jelas.	23	-	Ya, sudah cukup.
15.	Guru memberikan keterangan pada perintah dengan jelas.	23	-	Guru menggunakan bahasa Indonesia setelah bahasa Inggris agar siswa lebih mengerti

## Observation Result of Unit 2

Nama : Novi Santika

Pendidikan : S-1

No.	Pernyataan	Frekuensi jumlah siswa		Uraian
		Ya	Tidak	
1.	Siswa mengerjakan <i>activities</i> dengan sungguh-sungguh.	23	-	Siswa sangat bersemangat dalam melakukan kegiatan.
2.	Siswa terlihat percaya diri saat mengerjakan <i>activities</i> .	18	5	Hanya beberapa siswa yang masih malu karena tidak mengerti apa yang harus dilakukan.
3.	Siswa terlihat kesulitan saat mengerjakan <i>activities</i> .	9	14	Sudah banyak siswa yang menegerti perintah dari tiap kegiatan karena mereka mendengarkan dengan sungguh-sungguh.
4.	Siswa terlihat bosan saat mengerjakan <i>activities</i> .	-	23	Semua siswa sangat bersemangat.
5.	Siswa mengerjakan <i>activities</i> dengan benar sesuai dengan perannya masing-masing.	20	3	Siswa tahu tugas masing-masing.
6.	Siswa berusaha menggunakan bahasa Inggris saat mengerjakan <i>activities</i> .	18	5	Banyak siswa yang sudah menggunakan bahasa Inggris, walaupun terkadang mereka mencampurnya dengan bahasa Indonesia.
7.	Siswa mengerjakan <i>activities</i> sesuai dengan waktu yang telah ditentukan.	15	8	Saat siswa mempraktekkan di depan kelas, mereka butuh waktu untuk berfikir.
8.	Siswa yang diajak berbicara ( <i>addresser</i> ) mengerti informasi yang diberikan oleh siswa yang mengajak berbicara ( <i>addressee</i> ).	10	13	Banyak siswa yang harus bertanya berkali-kali pada si pembicara untuk mengerti apa yang

				dimaksudkan.
9.	Aktivitas yang diberikan sesuai dengan topic pembelajaran.	23	-	Semua aktifitas menyenangkan dan tidak membosankan.
10.	Siswa memahami contoh dialog yang diberikan.	20	3	Sebagian besar siswa sudah mengerti contoh yang diajarkan, namun mereka seringkali salah dalam pengucapannya.
11.	Kegiatan yang diberikan dapat membuat siswa berinteraksi dan berkomunikasi dengan teman menggunakan contoh ungkapan yang telah diajarkan.	20	3	Ya, siswa harus banyak berlatih di rumah.
12.	Materi yang diajarkan sudah cukup melatih kemampuan siswa dalam aspek <i>listening</i> dan <i>speaking</i> .	20	3	Ya.
13.	Guru terlalu banyak memberikan saran yang dapat membingungkan siswa pada saat mengerjakan <i>activities</i> .	-	23	Cukup
14.	Guru memberikan feedback yang jelas.	23	-	Ya, sudah cukup.
15.	Guru memberikan keterangan pada perintah dengan jelas.	23	-	Cukup.

### Observation Result of Unit 3

Nama : Novi Santika

Pendidikan : S-1

No.	Pernyataan	Frekuensi jumlah siswa		Uraian
		Ya	Tidak	
1.	Siswa mengerjakan <i>activities</i> dengan sungguh-sungguh.	23	-	Semua siswa bersemangat dan penasaran tentang kegiatan yang dilakukan.
2.	Siswa terlihat percaya diri saat mengerjakan <i>activities</i> .	23	-	Siswa sudah PD saat melakukan kegiatan karena guru dapat memotivasi siswa untuk tidak takut salah.
3.	Siswa terlihat kesulitan saat mengerjakan <i>activities</i> .	-	23	Semua siswa mendengarkan perintah dengan sungguh-sungguh sehingga mereka mengerti.
4.	Siswa terlihat bosan saat mengerjakan <i>activities</i> .	-	23	Semua siswa sangat bersemangat.
5.	Siswa mengerjakan <i>activities</i> dengan benar sesuai dengan perannya masing-masing.	23	-	Siswa dapat membagi tugas masing-masing dengan jelas.
6.	Siswa berusaha menggunakan bahasa Inggris saat mengerjakan <i>activities</i> .	20	3	Sudah banyak siswa yang mencoba berbicara dengan teman menggunakan bahasa Inggris, namun masih salah pengucapannya.
7.	Siswa mengerjakan <i>activities</i> sesuai dengan waktu yang telah ditentukan.	19	4	Saat membuat rujak, siswa butuh waktu lebih banyak karena harus mengisi kolom di buku juga.
8.	Siswa yang diajak berbicara ( <i>addresser</i> ) mengerti informasi yang diberikan oleh siswa yang mengajak berbicara ( <i>addressee</i> ).	19	4	Siswa sudah mengerti walaupun terkadang mereka butuh penjelasan jika tidak mengerti.

9.	Aktivitas yang diberikan sesuai dengan topic pembelajaran.	23	-	Ya.
10.	Siswa memahami contoh dialog yang diberikan.	23		Siswa sudah mengeti, hanya perlu latihan pengucapan kata.
11.	Kegiatan yang diberikan dapat membuat siswa berinteraksi dan berkomunikasi dengan teman menggunakan contoh ungkapan yang telah diajarkan.	23		Ya.
12.	Materi yang diajarkan sudah cukup melatih kemampuan siswa dalam aspek <i>listening</i> dan <i>speaking</i> .	23		Ya.
13.	Guru terlalu banyak memberikan saran yang dapat membingungkan siswa pada saat mengerjakan <i>activities</i> .	-	23	Cukup
14.	Guru memberikan feedback yang jelas.	23	-	Ya.
15.	Guru memberikan keterangan pada perintah dengan jelas.	23	-	Ya.

### Observation Result of Unit 4

Nama : Novi Santika

Pendidikan : S-1

No.	Pernyataan	Frekuensi jumlah siswa		Uraian
		Ya	Tidak	
1.	Siswa mengerjakan <i>activities</i> dengan sungguh-sungguh.	23	-	Semua siswa bersemangat melakukan penjelajahan.
2.	Siswa terlihat percaya diri saat mengerjakan <i>activities</i> .	23	-	Siswa sudah PD saat melakukan kegiatan karena guru dapat memotivasi siswa untuk tidak takut salah.
3.	Siswa terlihat kesulitan saat mengerjakan <i>activities</i> .	-	23	Semua siswa mendengarkan perintah dengan sungguh-sungguh sehingga mereka mengerti.
4.	Siswa terlihat bosan saat mengerjakan <i>activities</i> .	-	23	Semua siswa sangat bersemangat.
5.	Siswa mengerjakan <i>activities</i> dengan benar sesuai dengan perannya masing-masing.	23	-	Siswa dapat membagi tugas masing-masing dengan jelas.
6.	Siswa berusaha menggunakan bahasa Inggris saat mengerjakan <i>activities</i> .	20	3	Sudah banyak siswa yang mencoba berbicara dengan teman menggunakan bahasa Inggris, namun masih salah pengucapannya.
7.	Siswa mengerjakan <i>activities</i> sesuai dengan waktu yang telah ditentukan.	23	-	Ya, karena mereka ingin menjadi pemenang.
8.	Siswa yang diajak berbicara ( <i>addresser</i> ) mengerti informasi yang diberikan oleh siswa yang mengajak berbicara ( <i>addressee</i> ).	20	3	Siswa sudah mengerti walaupun terkadang mereka butuh penjelasan jika tidak mengerti.

9.	Aktivitas yang diberikan sesuai dengan topic pembelajaran.	23	-	Ya.
10.	Siswa memahami contoh dialog yang diberikan.	-	-	-
11.	Kegiatan yang diberikan dapat membuat siswa berinteraksi dan berkomunikasi dengan teman menggunakan contoh ungkapan yang telah diajarkan.	23		Ya.
12.	Materi yang diajarkan sudah cukup melatih kemampuan siswa dalam aspek <i>listening</i> dan <i>speaking</i> .	23		Ya.
13.	Guru terlalu banyak memberikan saran yang dapat membingungkan siswa pada saat mengerjakan <i>activities</i> .	-	23	Cukup
14.	Guru memberikan feedback yang jelas.	23	-	Ya.
15.	Guru memberikan keterangan pada perintah dengan jelas.	23	-	Ya.

## **APPENDIX M**

### **FIELD NOTE**



## **Field Note 1**

### **Implementation of Unit 1**

**Place : SD Negeri Tempurejo 3**

**Date : Thursday, September 25<sup>th</sup> 2014**

**Time : 01.00 p.m – 03.00 p.m**

After greeting the students, the researcher who was the teacher started the lesson by introducing herself. Then she asked students' names one by one. She greeted the students after they introduced their selves. This activity was part of the "warming up" of the materials. Then, the researcher divided the class into three groups and each group got one "Back to Nature" book and a piece of achievement paper as place for stars that they would get later. Every group opened the page 3 of the developed materials. The teacher said some expressions of greeting and students responded by saying some responses. Then, the teacher sang "Good Afternoon" and "How Are You?" songs and asked the students to sing after her.

The students opened the page 4 and 5 and they were asked to notice the expressions. The teacher taught how to say those expression and students imitated her. Then, the teacher asked three students from each group to come forward and practice the expressions. After that, the students were asked to play "Zip – Zap" game. The teacher explained the rules of the game and she gave examples how to play it. After all of the students understood, the game began.

Having finished playing, the students came back to the classroom. The teacher gave one star for each group. Next, the students were asked to practice the "Act it Out Part" on page 6. Group 1 practiced the expressions and they did it well. The teacher gave one star to group 1. Then, group 2 tried to practice and they did it well too. The teacher also gave one star to group 2. Next, group 3 practiced in front of the class and they did it very good. The teacher gave one star to group 3. Then, all of them might take a rest before going to section 2. The students changed their clothes with the PE uniform.

Section 2 started with the explanation of the teacher about the expressions of asking for things. The teacher asked two students to practice in front of the class and she helped the students to say the expressions correctly. Then, the teacher sang "Can I Have a Pen?" and the students imitated her. The teacher changed the thing in the song into "glue, tape, and balloons". The students enjoyed singing the song.

Next, every group had to do the task on page 9. After all group finished doing the task, together with the teacher, they corrected the right words for the pictures. The teacher taught the students the right pronunciation for each word

and students imitated her. Then, students were asked to practice the picture in page 10. Each group tried to have a little conversation in front of the class practicing the expressions of asking for things. All of the groups did it good although there was a little miss pronounce and they got one more star.

The next activities, students were asked to decorate their classroom. The teacher explained that while they decorated the classroom they had to say everything in English. They had to fill the columns on page 11 when they used the expressions of asking for things. The teacher gave an example how to fill the column. Then, the teacher gave different things for each group. They had to ask other things for other groups. After all of the students understood about the rules, they started asking other things for other group and they filled the column. When every group got all of the things, they started decorating their classroom.

After the students finished decorating the classroom, they sat down to take a rest. The teacher asked them how they felt today. They said that they were very happy. Then, the teacher invited the students to sing “If You’re Happy” song. They sang together with the teacher. The teacher told that today’s meeting was going to be over. She asked the students to fill the column on page 15. The students stuck some smiley stickers in the column and wrote their name under the smiley.

At the end of the lesson, the teacher sang “Goodbye” and “Hip – Hip Hurray” songs and the students imitated her. Then, they sang together. After that, they had a pray and went home.

## **Field Note 2**

### **Implementation of Unit 2**

**Place : SD Negeri Tempurejo 3**

**Date : Friday, September 26<sup>th</sup> 2014**

**Time : 01.00 p.m – 03.30 p.m**

The teacher started the class by singing “Good Afternoon” song and the students sang “Good Afternoon” song too as the response. Then, they sang “How Are You?” song. The teacher asked the students to stand up and they started singing “Head, Shoulders, Knees, and Toes”. The students sat with their group and then the teacher explained what they were going to do.

For the warming up, the students opened the page 17 of the students’ book and the teacher asked names of the animals on that page. They missed some pronunciation of the animals’ name and the teacher helped them to say the correct one. She showed some flash cards of animals and students said their names. The teacher corrected the miss pronounce words again.

After that, the teacher asked the students whether they had pet in their house. Most of them said they had goat, cow, or chicken. She asked the sound of goat, they answered “mbeek...”. She asked the sound of cow, they answered “mooohh”. She asked the sound of rooster, they answered “kukuruyuuk”. Then, the teacher explained that in English the sound of goat is “baa”, the sound of cow is “moo”, and the sound of rooster is “cock a doodle doo”. All of the students laughed when they knew the animals’ sound in English. The teacher showed some pictures of animals and made their sound. The students tried to imitate it. Next, the teacher invited the students to sing “The Animals’ Sound” song. The students love the song. They like imitating the sounds of the animals in English. After knowing the animals’ sounds, then they played “Communisound” game in the school yard. The teacher explained the rules of the game then, they started playing it. All of them had fun and they did it cheerfully. At the end of the game, each group got one star to be put on the achievement paper.

The students came back to the classroom and they seemed excited about the next materials that they were going to learn. The teacher asked them to open the page 20. She started explaining about animals characteristics. Next, she showed a picture of a bear then, asked the students how many legs, eyes, and ears that the bear has. Then, she asked about the size whether it’s small or big. She showed a picture of a duck and asked the students the same things. Next, the students were asked to do the task on page 21 – 22 and they had to work in group.

After all groups finished doing the task, together they corrected it. Group 3 was the group with no mistake, they get one more star. On the other hand group 1 and 2 had one mistake in doing the task. Then, they played “Who Am I?” game. The teacher explained the rules of the game and they

started playing it. The students seemed excited and happy playing this game. Next, the students opened the page 23. The teacher explained how to describe the animals' characteristics. Later, each group had to explain two animals in that page. Group 3 tried it, followed by group 2 and the group 1. They did it good although there were some mistakes in pronouncing some words. Then, each group got one star.

Next, the students were asked to make a big circle and sat down. The teacher told a story about "A Very Weird Zoo". The students listened to it carefully. When they did not understand a word, they asked the teacher to say it in Bahasa Indonesia. At the end of the story, the teacher sang a song and asked the students to follow her. Then, the teacher told the story once again, she gave some stickers of weird animals to each group. While the students listened to the story for the second time, they tried to fill the columns on page 24 – 26 with the animals' names and the stickers they got. Then, they sang "Three Bears" song and dance like the bears. They love doing it. After that, they took a rest before going to the next section.

Section two started by "warming up" part on page 27. The students tried saying the names of fruit and vegetables. They missed some pronunciation and the teacher helped them to say the correct one. She showed some flash cards of fruit and vegetables and then, students said their names. The teacher corrected the miss pronounce words again. Next, the students played "What Fruit Is It?" game. The teacher explained the rules of the game. They made a big circle and started turning a table with many flashcards of fruit and vegetables.

Then students were asked to open the page 28 and 29. The teacher started explaining how to describe fruit and vegetables. She showed a picture of an apple, then asked the students how the apple tastes, the color, and the size. She showed a picture of an orange and asked the same things. Once again she showed a picture of a carrot and asked the same questions. After all the students understand about it, they were asked to do the task on page 30. They worked in group. The teacher gave each group same stickers of fruit and vegetables. They listened carefully to some characteristics of fruit and vegetables that the teacher told them. Then, they stuck the right stickers on the columns. All the groups did it good, they got it right and each group get one more stars.

Next, the students opened the page 31 of the students' book. They were asked to describe the characteristics of those fruit and vegetables in front of the class. One child had to explain one picture. Group 2 was the first group to do this task. They did it well although some students still missed pronouncing some words. Then, group 3 and group 1 tried to do it. They all did it good, although the problem was still about the pronunciation.

At the end of the lesson, the students sang “Goodbye” and “Hip – Hip Hurray” songs. The teacher asked the students to bring some stuffs for tomorrow’s activities. After that, they had a pray and went home.

### **Field Note 3**

#### **Implementation of Unit 3**

**Place : SD Negeri Tempurejo 3**

**Date : Saturday, September 27<sup>th</sup> 2014**

**Time : 01.00 p.m – 03.00 p.m**

All of the students looked so excited to do the activities today. They brought some tools that teacher asked yesterday. Some students asked what

they were going to do. The teacher asked the students to sit with their group and calm down. The lesson was started “Good Afternoon” and “How Are You?” songs. The students could sing it well. Then, they sang “Head, Shoulders, Knees, and Toes”.

The teacher asked her students to keep the tools because they would use it in section 2. The first section was started by playing “Fruit in the Middle”. The teacher explained the rules of the game. This game reminded them about the expressions how to ask for things. It was fun game and all of the students still remembered the expressions of asking for things. Their pronunciation was better. Next, students opened the page 38 and 39 of students’ book. The teacher explained the expressions of how to ask someone to do something and how to tell someone that we are able to or not able to do something. Some students looked confused. Then, the teacher asked some students to have a practice in front of the class. She helped the students with their miss pronunciation. After all of the students understood about the expressions, then the teacher asked them to open their book on page 39. She explained about some new words. Next, she asked the students to do the task on page 40. The students started discussing it with their group. After they had finished, they discussed it together with the teacher.

Then, the students played “Robot Action” game. Before playing it, the teacher explained the rules and gave some useful words as it stated on page 41 of students’ book. Some students who became the robots still confused about the instructions, they did not know what to do. It made their friends informed them. This game replayed once again to make all of the students truly understood about the instructions.

Next, the students were asked to act the pictures on page 42 and 43 out. Each group had to practice the expressions suitable for the pictures. At first, the teacher explained and gave some examples by asking some student to practice the expressions with her. Group 2 had the first chance to practice it. They did it good although they missed pronunciation of some words. Then, group 3 tried to practice it. They did it very good. They had very little miss pronounce the words. The last was group 1. They did it very good too. They had improved their pronunciation. Each group got one more star for their performances. After that, they took a rest before going to the next section.

In section 2, the students started preparing the tools for making *rujak*. The teacher explained the rules when they made it. Each group got different ingredients for the *rujak*. They had to ask other groups to get other ingredients. While asking the things, the students had to fill the columns on page 44 and 45. The teacher gave an example how to fill the column. Next, every student had to ask their friends to do some thing as their job and they needed to fill the third column on page 45. After all the students understood about the rules,

they started making the *rujak*. They asked other ingredients from other groups and each student had each job to do. They were very happy. Every students did their job seriously and filled the column correctly.

After all of the groups finished making *rujak*, they prepared the place to eat it together. Then, they prayed together and ate the *rujak*. They enjoyed eating *rujak* made by their selves.

Finished eating the *rujak*, the students were asked to clean the classroom. The leader of the group divided some job to the members. Some students swept the floor, some cleaned the tables, and some threw the garbage in the dustbin. The classroom became clean again.

At the end of the lesson, the students sang “Goodbye” and “Hip – Hip Hurray”. After that, they had a pray and went home.

#### **Field Note 4**

##### **Implementation of Unit 4**

**Place : SD Negeri Tempurejo 3**

**Date : Monday, September 29<sup>th</sup> 2014**

**Time : 01.00 p.m – 03.00 p.m**

The teacher started the class by singing “Good Afternoon” song and the students sang “Good Afternoon” song too as the response. Then, they sang “How Are You?” song. The teacher asked the students to stand up and they started singing “Head, Shoulders, Knees, and Toes”. The students sat with their group and then the teacher explained that in the last try out, the students were going to have treasure hunt activities. The student looked very happy and excited.

Before doing the treasure hunt, together they sang “If You’re Happy” song. After that, the teacher gave a map to each group and explained what the students had to do. All of the group made line and looked for the first post. The first post was under a mango tree in front of their classroom. They went there with their group then made a big circle and sat down. They opened the page 51 of their book. The teacher explained the rules of “Identity Swap” game and gave an example how to play it. Then, they started playing it. It was fun game, because the students chose funny names as their new identities. All of them could know the new identities of their friends correctly and each group got one more star for it. Next, the teacher taught the new song entitled “Hello, How Are You?”. The students easily sang it because they knew the exact and correct pronunciation of each word. Then, they sang together.

Next, they went to post 2. The second post was in the school yard. In post 2, students played “Fast, Freaky Animals” game. The teacher explained the rules of the game and gave examples how to play it. Every group prepared to play this game. They played it cheerfully. Some students made the right pictures and some drew pictures with some mistakes. They loved doing this. At the end of the game, group 3 became the group with less mistakes than other group. Group 3 had two stars while other groups got each one star.

Then, the students went to the third post. In post 3, students are asked to sing together. They sang “Red, Yellow, Blue, and Green” song. The teacher change the paper with different color, and the students could sing it. Next, the students played “Salad Fool” game. The teacher explained and gave an example how to play this game. Every group worked seriously and they could fill the worksheet on page 55 correctly. Each group got two more stars for their hard work.

The last post was in their classroom. They went there and wondered what treasure hid in their classroom. In post 4, they were asked to have a performance in front of the class. They had to work in group. Every group discussed what they were going to perform then the performance started from group 3, then 1 and 2.

After all the groups had each performance, then the teacher explained what treasure they got in this program. They got friendship and togetherness. The teacher said that today was the last day of the program. She thanked to the students and asked the students to fill questionnaires before they closed the program. After that, the teacher announced the group winner in the program. All of the groups got each gift. They were very happy and hoped that the teacher would teach them again.

At the end of the lesson, the students sang “Goodbye” and “Hip – Hip Hurray” songs. After that, they had a pray and went home.



## **APPENDIX N**

### **FINAL DRAFT OF THE MATERIALS**

# **APPENDIX O**

## **DOCUMENTATIONS**

## DOCUMENTATIONS



The Students Played “Zip – Zap” Game



The Students Decorated the Classroom



The Students Were Discussing the task



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The Students Prepared Making *Rujak*, Then Ate *Rujak* Together



The Students Performed in the Last Day of the Program